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ABSTRACT

As mandated by state law, the Texas Education Agency presents a summary of data relating to grade-level retention of students reported by grade, ethnicity, and gender. The reported total number of students who repeated a grade in Texas schools in 1992-93 was 118,888. An additional 3,243 students, or 1.24% of the first grade, were placed in transitional programs instead of regular first grade. Hispanic and African American students were retained two to three times more often than white students. Sixty-three percent of retained students were male. Most retentions occurred at the ninth grade, with 12.5% (32,785 students) repeating the grade. Among the reasons given for retention, having a grade average less than 70% constituted half of the responses. Reported numbers may actually underrepresent the extent of retentions, and the rate may be as high as 5% of all students. It appears that retention in grade does not help most students, and that retention is an expensive and ineffective attempt to solve the challenges presented by students who require alternative instructional strategies and support systems to be successful in school. Eleven tables and seven figures present retention data. Appendices contain: (1) a chronology of legislation; (2) methodology explanation; (3) indicator codes; (4) an explanation of one code; (5) actual data; and (6) category descriptions. (SLD)

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THE STATE REPORT ON GRADE LEVEL RETENTION OF STUDENTS

AS OF OCTOBER 1992

Texas Education Agency
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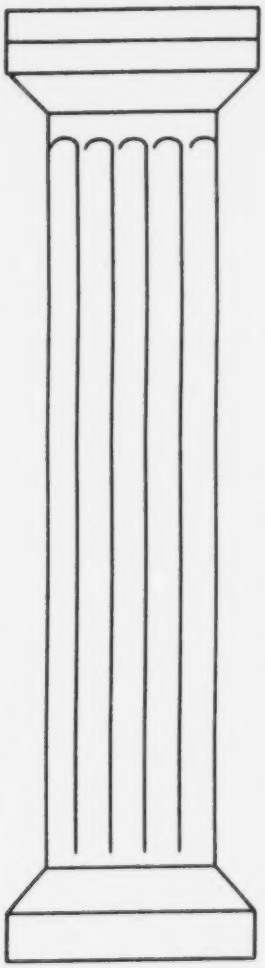

THE STATE REPORT ON GRADE LEVEL RETENTION OF STUDENTS AS OF OCTOBER 1992

A REPORT FROM THE STATE BOARD OF EDUCATION

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature

Texas Education Agency
Austin, Texas

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May 1993

The Honorable Ann W. Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the 73rd Legislature:

Texas Education Code Section 11.204 requires the Texas Education Agency to submit to the legislature each odd-numbered year a report summarizing data collected relating to grade level retention of students. This document is the first such report.

Included in this report are summaries of the data regarding grade level retention of students reported by grade, ethnicity, and gender. The reported total number of students who repeated a grade in 1992-93 was 118,888. An additional 3,243 students, or 1.25 percent of the first grade, were placed in transitional programs instead of regular first grade. Hispanic and African American students were retained two to three times more often than white students. Males constituted 63 percent of retained students. Most retentions occurred at the ninth grade, with 12.5 percent or 32,785 students repeating the year. It appears that the reported numbers may underrepresent the extent of retentions, and the rate may be as high as 5 percent of all students.

This report offers much needed information about grade level retention; however, the results should be interpreted with some caution. Data collection procedures are being revised so that more valid information will be available and further analysis will be provided in forthcoming studies. Grade level retentions have policy implications, among them the monetary cost and human cost of school failure. To address some of these issues, the State Board of Education has appointed a Task Force on Early Childhood and Elementary Education which will issue a report in the fall of 1993. A major recommendation of the State Board of Education to the legislature was the provision of extended year classes for elementary students who would otherwise be retained. A fuller array of policy recommendations should be forthcoming.

On behalf of the State Board of Education, I submit to you the first State Report on Grade Level Retention of Students.

Respectfully submitted,

Carolyn Honea Crawford

Carolyn Honea Crawford, Chairman
State Board of Education

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The State Report on Grade Level Retention of Students as of October 1992

Executive Summary

A mandate from the 72nd Texas Legislature in 1991 required the Texas Education Agency to prepare biennial reports on the number of students retained in grade level in the public school system. These reports are to be submitted during each regular session of the legislature. This document is the first report and discusses the number of students retained, their grade level, age, sex, ethnic origin, and the reasons for retention.

Background Information

The legislature enacted *Texas Education Code* Section 11.204, Student Retention Information, in response to concerns about grade retention. In their deliberations, the members stated that retention rarely improves the academic performance of students but rather undermines their *self-esteem* and increases the probability of dropping out by up to 90 percent. Members realized that retention has a disproportionate impact on low-income and ethnic minority students, and they felt the money used for retention could be put into funding innovative remedial programs that help students academically (*House Research Organization bill analysis, 5/91*).

In response to the statute, the Texas Education Agency collected information about the year-end status of all students enrolled in the 1992-93 school year. The data were collected in October 1992. Districts reported how students were coded (i.e., retained or promoted) at the end of the school year 1991-92 and indicated the actual placement of students in October 1992. In future years the data will be collected in June of each year. The figures presented in this report are the numbers of students who actually repeated the school year 1992-93.

Limitations of the Data

Several limitations to the data must be considered. First, this was the first time retention data have been collected, and, as is true of most first-time collections, districts may have had difficulty in the application of the data standards. The validity of a first collection is difficult to determine until there is a subsequent collection and additional data to which to refer, but alternative analyses indicate the number of retentions may have been underreported. Limitations also include the number of students who were not included in this study because their end-of-year status could not be determined, usually because they moved into the district from another district. These students are coded "20" and are not included in these figures. "Code 20" was assigned to 291,363 students, 8.5 percent of the population. However, next year, since the data will be collected at the end of the school year when the students are still on campus and their status is known to the district, there will be no Code 20's. Other limitations to the data include a possible lack of consistency in the definition of terms, such as "placed" and "promoted," which are determined locally. Also, from these data the number of previous retentions a student has experienced cannot be determined, nor is it possible to discern the type of programs the student may have received while retained. The reasons for retention are broad and, to be of most help to policymakers and educators, must be more specific. More information is needed about the transition programs to determine their effectiveness with diverse populations. Finally, more research is needed to gain an accurate determination of the fiscal implications of retention.

State Totals of Grade Level Retention of Students

Analysis of the data indicates a total of 118,888 students repeated a grade during the 1992-93 school year, although alternative analyses indicate this figure underrepresents the extent of grade retention. The following chart illustrates the event retention rate for each grade as reported. In first grade 19,589 students repeated the grade, which constituted 7.55 percent of first grade students. Another 1.25 percent, 3,243 students, were placed in a transitional first grade program instead of being promoted to a regular first grade. *Transitional programs* are classes into which children are placed who are presumed not ready for the next regular grade. Such placements occur most often between kindergarten and first grade and are often called "pre-first" or "developmental" first grade. For the purposes of this report, students placed in transitional programs are counted as retentions when they are moved from the transitional program to the regular class at the same grade level (i.e. from "pre-first" to "regular" first grade).

Grade 9 had the most retentions; 12.46 percent of the students, 32,785, repeated ninth grade; 6.62 percent, 14,294, repeated Grade 10. Of students overage for grade, almost 30 percent were retained.

Grade Level Retention of Students by Grade as of October 1992*

Grade		Total Student Population	Number Retained	Percent Retained
K		250,360	3,345	1.34
1		259,394	19,589	7.55
2		263,091	6,557	2.49
3		258,026	3,593	1.39
4		259,325	3,049	1.18
5		258,525	2,856	1.10
6		257,929	5,846	2.27
7		254,877	8,025	3.15
8		238,606	5,462	2.29
K-8	**Grade Total**	**2,300,133**	**58,322**	**2.54**
9	**Grade Total**	**263,117**	**32,785**	**12.46**
10		215,999	14,294	6.62
11		185,962	8,217	4.42
12		170,882	5,270	3.08
10-12	**Grade Total**	**572,843**	**27,781**	**4.85**

*Excluding Code 20

Retention of Ethnic Minority Students

In Grades 1-12, ethnic minority students were retained in disproportionate numbers. Retention rates for Hispanic and African American students were two to three times that of white students.

Retention by Gender

Males constituted 63 percent of retained students and were retained more often than females at each grade level.

Reasons for Retentions

Of the reasons given for retaining a student in Grades K-8, "grade average less than 70" constituted half of the responses. "Agreement between parents and teachers" was cited in 63 percent of the responses as the reason for placement in a transition program.

Overage Students

A direct consequence of retention is students who become overage for their grade as a result of the retention. Being overage is a prime predictor of students who will drop out of school (Shepard and Smith, 1989). Student data collected through the Public Education Information Management System has been analyzed for the condition of being overage for grade. Because close to half of all students in special education are overage for grade, they are excluded from the following discussion. In 1992-93, the statewide percentage of students who were overage for grade one or more years was 21.4 percent. The grades that had the highest percent of overage students were Grade 9 with 38.3 percent, and Grade 10 with 32.3 percent. In Grade 1, 11.2 percent of the students were overage for grade.

Retention by District Type

Major urban districts had the highest event retention rates. Generally, the districts in the lower deciles of wealth had higher retention rates, except some of the wealthier districts had higher rates in Grades K-1. The highest retention rates were found in those districts with the lowest percentage of students passing the Texas Assessment of Academic Skills.

Alternative Estimates of Grade Level Retentions

Alternative assessments of grade level retentions were made through analysis of the student enrollment data for the 1991-92 and 1992-93 school years. It was determined that reported retentions likely underrepresent the extent of grade retention by over 44,000 students.

Long-Term Effects of Retention

In addition to creating overage students, research concludes that retention may contribute to serious emotional and psychological distress which further places students at risk of school failure. The practice of retention, based on the belief that students need one more year to "catch up" or develop, does just the opposite for most students (Center for Evaluation Development Research, 1992). Most students who are retained do not catch up with their peers but fall further behind and become potential dropouts. Research also concludes that students in transition classes, including the pre-first programs, demonstrate no greater achievement than their peers who were not retained. Parents and teachers who want to give young children the "gift of time" may contribute unwittingly to their children's underachievement and lower self-concepts (George, 1991).

Summary

During the 1992-93 school year, 118,888 Texas students were reported as retained, while alternative estimates indicate that almost 163,000 students may have been retained. However, it appears that retention in grade does not help most students. Retention is an expensive and ineffective attempt to solve the challenge presented by students who require alternative instructional strategies and support systems in order to be successful in school.

Introduction

In a climate charged with the urgency to restructure schools and change current practice in order to better meets the needs of a rapidly changing student population, educators are looking for alternative ways to support students in at-risk situations. Retention in grade is such a situation. Research has demonstrated that, even if a student was not at risk before, retention will place him or her in an at-risk situation, most likely leading to continued school failure.

Grade retention is "the practice of requiring a child to repeat a particular grade or requiring a child of appropriate chronological age to delay entry to kindergarten or first grade" (Rafoth, Dawson and Carey, 1988). Retention came into practice when schools were first organized into discrete grade levels. Most thought retention would encourage students to master certain academic tasks; few felt that it would actually discourage and hinder the academic success of low-achieving students.

Nationally, 2-8 percent of public school students in Grades K-12 are retained each year (Massachusetts Department of Education, 1990). Recently concerns have been expressed in Texas about the practice of retention, but the necessary information to ascertain the extent of the problem did not exist. Therefore, the legislature enacted *Texas Education Code* Section 11.204, Student Retention Information, in response to concerns about grade retention. In their deliberations, the members stated that retention rarely improves the academic performance of students but instead undermines their self-esteem and increases the probability of dropping out by up to 90 percent. Members realized that retention has a disproportionate impact on low-income and ethnic minority students, and they felt the money used for retention could be put into funding innovative remedial programs that help students academically (*House Research Organization bill analysis, 5/91*).

The mandate from the 72nd Texas Legislature required the Texas Education Agency to prepare biennial reports on the number of students retained in grade level in the public school system. These reports are to be submitted during each regular session of the legislature. This document is the first report and discusses the number of students retained, their grade level, age, sex, ethnic origin, and the reasons for retention.

The State Report on Grade Level Retention of Students presents data on retention statewide, by grade, ethnicity, gender, and for overage students. The reasons for retention are cited. Current research is summarized, and limitations to the study are discussed. Future data collections will address additional concerns, validate the data, and determine longitudinal trends.

Using the data from this report, the Agency will be able to identify the extent of grade level retentions and formulate a plan to address the situation. Districts will be more aware of the extent of the practice of retention and the effects on students so that programs and policies can be re-examined. This report is intended to effect change in policy and practice and to encourage educators to develop programs which would ensure success for all students. This effort must encompass an examination of the curriculum, assessment, staff development, and grade promotion and retention policies of each district.

Research Summary

For over 70 years researchers have studied the effects of grade level retention on students, and remarkably, over 100 studies and six major literature reviews have reached the same conclusion: grade level retention of students does not help them academically or personally. Indeed, on the average, retained children are worse off than their promoted counterparts on both personal adjustment and academic outcomes (Shepard and Smith, 1989). Other research has ascertained that retention dramatically increases the likelihood of dropping out, rather than performing as an effective intervention to retain students in school. In a study in Chicago, longitudinal data about retained students demonstrated that being overage was more of a predictor of dropping out than was underachievement. Similar studies in California and Texas consistently indicated that repeating a grade does not improve opportunities for academic achievement. One study in Texas concluded that, of black males who were overage one year, their chances of dropping out were increased by 27 percent. White females overage one year, even those in a high socioeconomic status, demonstrated a 21 percent greater tendency to drop out than did their same-age peers (Shepard and Smith, 1989).

Similar results were found in studies of retention in kindergarten or placement in transitional first grade classes. For students in at-risk situations, the extra year in the early grades resulted in only a one month gain in reading achievement and a loss in mathematics. Most parents noticed negative changes in their child's attitude toward school (CEDR, 1992). In one study students ranked grade retention as the third most feared life experience, behind blindness and the death of a parent (Cardenas, 1990). Therefore, while desiring to give young children the "gift of time," parents and educators may be promoting underachievement and negative attitudes of the students toward school and themselves. In a recent study of over 24,000 students, the National Educational Longitudinal Study of 1988 (National Center for Education Statistics, NELS: 88) concluded, "those retained in the early grades spent more time in remedial classes; had lower grades; had lower achievement scores in reading, math, and science; felt less control over their lives; and had lower self-concepts than did the matched group of non-retainees" (George, 1991).

Retention can be considered a form of ability grouping in which lower achieving students are held back and placed with younger students thought to be closer to their achievement level. However, research is clear that ability grouping impedes the academic progress of lower achieving students (Shepard and Smith, 1988).

Even if underachieving students are retained, the teacher of a typical classroom must still instruct students with a wide range of abilities. Effective teachers know that there is no such thing as a homogeneous classroom; indeed, each individual has a wide range of differing abilities. Some students are excellent in mathematics while barely able to read; others excel in reading while for them mathematics is an enigma. Differences between grade levels are small in comparison to the differences within grade levels. Research reveals that these differences grow as students age until, for example, the typical sixth grade class contains approximately an eight-year range in achievement in reading and mathematics (CEDR, 1992).

Certainly educators who recommend retention for students feel that option is the best for that particular student. However, rarely do those same educators have the opportunity to observe the long-term consequences of their recommendation. Indeed, long-term effects have been found to be more negative than short-term effects. The achievement gaps between retained students and their promoted peers only increase over time, not decrease (Massachusetts Board of Education, 1990). The retained students rarely ever catch up to their age cohorts but rather remain behind for the rest of their school careers.

Emotionally the long-term effects of retention are serious. Low-achieving students who are retained may do less well than low-achieving students who are promoted because of losses in self-esteem due to the retention. As the retained students internalize their failure, low achievement becomes a self-fulfilling prophecy (Rafoth, Dawson and Carey, 1988).

With the current national and state emphasis on inclusion of all students in the least restrictive environment (i.e., the regular classroom as much as possible), the range of abilities and achievement levels in the classroom will increase. Just as individual education plans, supported by specialized materials and teaching techniques, address the needs of students in special education, such an approach could be implemented to address the needs of students who are not meeting minimum competencies. Certainly it is clear that retaining students does more harm than good and alternatives must be implemented.

A caveat is appropriate at this point. The research discussed refers to trends; it cannot dictate what is best for an individual student. Research illustrates the long-term picture of the effects of retention, considering thousands of students. Parents and educators must consider the unique needs of each child before making a decision about retention. However, the research is very clear that, in most cases, retention does more harm than good.

Methodology and Definitions

Data Collection

The Public Education Information Management System (PEIMS) was used to collect data on grade level retention of students in Texas. Data for 1991-92 were collected in October 1992 in order to prepare this legislative report. Districts reported a code to indicate the 1991-92 end-of-year grade status of their 1992-93 students; i.e., whether they were promoted, advanced, or retained at the end of 1991-92. Examples of the codes include, for grades K-8: "promoted to next grade" (Code 01); "retained in the same grade" (Code 02); and "placed in a transitional program" (Code 04). For grades 9-12 the codes included "not advanced to the next grade" (Code 10); and "advanced to the next grade" (Code 11). Refer to Appendix 3 for a complete discussion of the codes used.

The numbers used in this report indicate the actual number of students who repeated a grade during the 1992-93 school year, including those in special education. However, the data do not include those students who were new to the districts in October 1992 and for whom end-of-year codes were unknown. These students were assigned a "Code 20."

Code 20

Code 20 is defined as "year-end status was decided by previous district," and districts assigned this code to students who were not in the district at the end of 1991-92. Approximately 291,363 students, or 8.5 percent of the total school population, were coded "20" and, therefore, not included in this study. The largest numbers were reported in Grades 1 and 9, common entry points from private schools. Please refer to Appendix 4 for a detailed explanation of Code 20.

Beginning in 1993, year-end status will be collected at the end-of-year PEIMS submission. "Code 20" will no longer be a valid response.

Event Retention Rate

The term used most often in this report is "event retention rate." This rate measures the proportion of individuals who have been identified as having been retained over a specific time interval (one school year). This is the rate used for the report on grade level retention of students. For the purposes of this report (for this year only), the word "repeater" can be used to describe those students currently repeating a grade. This is so because the data being discussed, collected in October, refer to the students currently repeating a grade. In future reports the data will be collected in June and will reflect the status of students at the end of the school year just completed.

Formulas for Determining Retention

The formulas for determining the event retention rate are explained in Appendix 3. Separate formulas were established for Grades K-8, 9, and 10-12 because the criteria and definitions for retention differ at those grade levels. The same formulas and definitions will be used within other reports by the Texas Education Agency, including the Academic Excellence Indicator System performance report, *Snapshot*, and results-based monitoring reports.

Limitations of the Data

There are several limitations to the interpretation of these data. Some of the limitations will be addressed within the coming data collection year; others will require more time. The limitations include:

1. *Number of Previous Retentions*: From this data, it is not possible to determine the number of times a student has been retained. It can be assumed that most overage students have been retained; however, such is not always the case. As the data are collected over upcoming years, longitudinal analysis, including the number of previous retentions, will be possible.

2. *Placement of Students:* These data do not indicate the programs into which retained students are placed. For example, the data do not indicate whether certain students are in remedial programs or are receiving any specialized instruction. Students in special education are included in the total numbers, although they tend to have a much higher rate of retention. Students in special education have Individual Education Plans which may provide for slower passage through a sequence of courses or grades, yet it is required that a grade level be reported.

3. *Reasons for Retention:* The indicator codes describing reasons for student retention do not adequately cover all situations. For example, "agreement between parents and teachers" does not indicate a specific reason for retaining a student. The reasons for retaining students are interpreted by each school district, so they are not standardized. In addition, there is no code to identify students who may be retained because of the attendance rule as per *Texas Education Code* Section 21.041, Absences. It is not indicated if failure to pass the Texas Assessment of Academic Skills test was the reason a student was retained. "Poor Performance in Assessment" needs to be further defined. Determining the specific reasons that students are retained would facilitate planning programs to meet their needs.

4. *Promotion versus Placement:* Each district determines the criteria for promotion and placement for Grades K-8. Generally, it can be assumed that promotion is reserved for students who have completed their coursework with satisfactory grades, i.e., 70 and above. Placement usually refers to students who may not have received passing grades but are placed in the next grade because of other factors, including compliance with the board rule limiting retentions.

5. *Code 20*: For this data collection a "Code 20" was established to be used when districts could not determine the end-of-year status for a student. In future studies the data will be collected at the end of the school year, so a Code 20 will not be necessary. However, for this report approximately 291,363 students, or 8.6 percent of the total population, received a Code 20 and were not included in the analysis. Refer to Appendix 4 for a detailed explanation of code 20.

6. *Future Use of Data:* These data cannot be compared with future data collections. In order to fulfill the statute, data for this report were collected in the fall of 1992, asking districts to report the end-of-year status codes for the students as of the end of the 1991-92 school year. However, if the status of the students changed over the summer; i.e., if they went to summer school and were then promoted instead of retained or if they dropped out of school, the codes were to reflect the new status as of October 1992. Also, as discussed previously, a "Code 20" was established only for this data collection. Thus, this report is unlike any future reports as it reflects the actual number of students who repeated a grade during the 1992-93 school year for whom the end-of-year status for the prior year was known. Future reports will reflect only the recommended status codes as of the end of the school year. Therefore, it is recommended that these data not be used in any longitudinal analysis.

7. *Examination of Grade Level Patterns:* The data offer some information about patterns of retention at each grade level, but more in-depth analysis is needed. For example, reasons why students are retained in the primary grades and what is being done to support them should be carefully examined. Possible systems to support these students in the early years should be explored, as such programs could reduce retentions in later grades. In addition, the large percentage of students retained in the ninth grade deserves further analysis.

8. *Fiscal Implications:* It is not known whether students retained are placed in special programs or receive additional support services. Therefore, from these data, it is not possible to determine accurate and specific fiscal implications of retaining students.

9. *Retained Students Who Are Overage for Grade:* These data indicate the percentage of overage students who are repeating a grade but do not provide information regarding why the student is overage. For most students, being retained will result in an overage condition. However, it is not known if the overage student has repeated a grade or grades previously, has moved from another country and entered school overage for grade, has a high degree of mobility, started school late, etc. Knowing this information would enable educators to more adequately support these students.

10. *Transition Programs:* More research is needed on transition programs. Specifically, research is needed on the types of programs offered, whether or not these programs have a positive effect on the achievement of the students, and if there are differential effects according to the background of the student; i.e., students from high socioeconomic status families versus students from low socioeconomic status families.

11. *First-Year Collection*: The first year data are collected usually manifests questions about validity. Since the districts reported information about retention for the first time this year, relying on end-of-year status codes from the prior year, it is likely that there was some confusion and a degree of inaccuracy. Validity of a first collection is difficult to determine until there are subsequent collections and additional data to which to refer.

12. *Alternative Estimates of Grade Retentions*: In this case it was possible to determine some assessment of accuracy of the data. Through analysis of the student level enrollment data reported for the 1991-92 and 1992-93 school years, it was determined that the reported retentions likely underrepresent the extent of grade retention. Through this alternative analysis, discussed in detail later in this report, the number of retentions total almost 163,000 students, or about 5 percent of all students enrolled in grades kindergarten through twelve. Therefore, according to this alternative analysis, almost 44,000 more students were retained in grade than were reported.

Grade Level Retentions: State Totals

School districts reported the number of students repeating a grade during the 1992-93 school year as 118,888. The annual event retention rate for Grades K-8 was 2.54 percent; for Grade 9, 12.46 percent; and for Grades 10-12, 4.85 percent. Table 1 summarizes these data.

Table 1
State Totals of Grade Level Retention of Students Based on End-of-Year Status Codes* as of October 1992

Grades K-8 Event Retention Rate - *2.54%*	
Retained in the same grade (repeaters)	55,917
Moved from a transition program to a regular class, same grade	2,405
Total coded as retentions	58,322
Grade 9 Event Retention Rate - *12.5%*	
Not advanced to the next grade	32,785
Grades 10-12 Event Retention Rate - *4.85%*	
Not advanced to the next grade	27,781
Total Number of Retained Students	**118,888**

* Excludes Code 20

Grade Level Retention of Students by Grade
As of October 1992

Table 2 displays grade level retention of students by grade. The total number of students in each grade is included, using the formula adopted by the Texas Education Agency (including students in special education and excluding Code 20 students for whom an end-of-year status was unknown). The table illustrates the total population for each grade, the number of students retained and the percent retained in each grade. Figure 1, on the following page, displays the same data graphically.

The data clearly indicate that the percent of students retained varied by grade. The highest percentage of students, almost 12.5 percent, was retained in the ninth grade. A total of 32,785 students repeated Grade 9 during the 1992-93 school year.

The first grade also displayed a high rate of grade level retention of students (7.5 percent). First grade ranked second in the percent of students who repeated a grade. Almost 20,000 students were retained in the first grade. Some students repeated regular first grade and some completed a pre-first grade program.

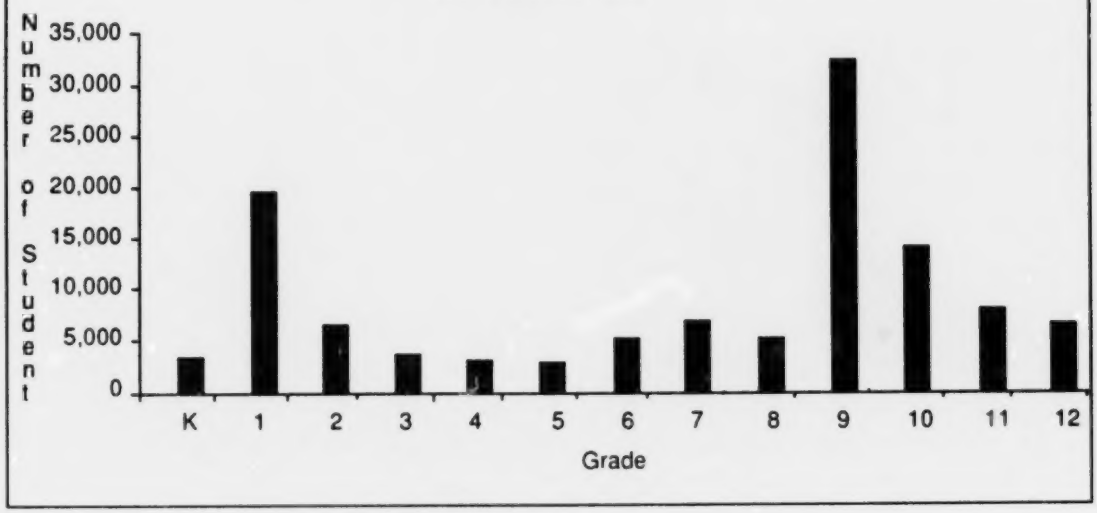
Grade 10, in which 6.6 percent of students repeated the grade, had the third highest rate. A total of 14,294 students repeated tenth grade.

Table 2
Grade Level Retention of Students by Grade as of October 1992*

Grade		Total Student Population	Number Retained	Percent Retained
K		250,360	3,345	1.34
1		259,394	19,589	7.55
2		263,091	6,557	2.49
3		258,026	3,593	1.39
4		259,325	3,049	1.18
5		258,525	2,856	1.10
6		257,929	5,846	2.27
7		254,877	8,025	3.15
8		238,606	5,462	2.29
K-8	**Grade Total**	**2,300,133**	**58,322**	**2.54**
9	**Grade Total**	**263,117**	**32,785**	**12.46**
10		215,999	14,294	6.62
11		185,962	8,217	4.42
12		170,882	5,270	3.08
10-12	**Grade Total**	**572,843**	**27,781**	**4.85**

** Excludes Code 20*

Figure 1
Grade Level Retention of Students by Grade as of October 1992



Grade Level Retention by Gender

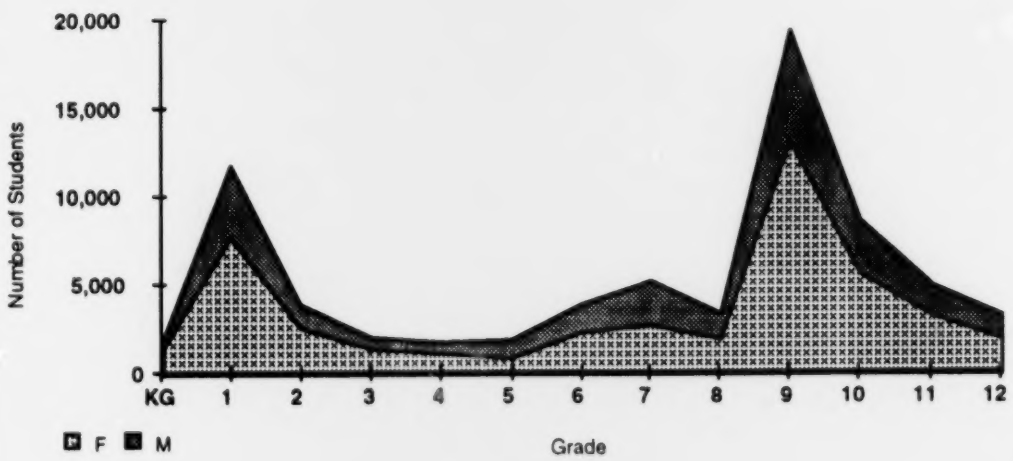
Table 3 illustrates the percent of students retained by grade and gender. Males were retained more than one-third as often as females; statewide, 63 percent of students who repeated a grade were males. Figure 2 illustrates the number of each gender retained by grade.

Table 3
Grade Level Retention by Gender*

Grade	Gender	Percent Retained
K-8	Male	3.1
	Female	2.0
9	Male	14.2
	Female	10.5
10-12	Male	5.8
	Female	3.9

*Excludes Code 20

Figure 2
Students Retained in Grade by Grade and Gender**



**Excludes Code 20

Students Retained in Grade 9

Table 4 illustrates the characteristics of ninth grade students who repeated the year. Over 12 percent of students in Grade 9 (32,785) repeated the ninth grade and had end-of-year status indicator codes identifying them as being retained. Approximately 19 percent of African American and 17 percent of Hispanic students in Grade 9 repeated the grade. Of all students who were overage in Grade 9, over 30 percent repeated the grade while less than one percent of regular age students were repeaters.

Table 4
Characteristics of Students Retained in Grade 9 as of October 1992

Grouping	Total Population *	Number Retained	Event Retention Rate**
Overage in 92-93	106,232	31,628	29.8
On Grade Level	156,885	1,157	.7
Female	125,788	13,247	10.8
Male	137,329	19,538	14.2
Native American	514	81	15.8
Asian/Pacific Islander	5,299	416	7.9
African American	39,228	7,325	18.7
Hispanic	95,612	16,553	17.3
White	122,464	8,410	6.9
Total Grade 9	263,117	32,785	12.5

*Excludes Code 20
** Rounded to the nearest tenth

Transitional Programs

Table 5 illustrates the total number of students, the number of students in a transition class, and the percent of students of each grade in a transition class. During the 1992-93 school year 3,882 students were in transition programs. Of this number, 3,243 were placed in first grade transition classes, comprising 1.25 percent of the first grade class. Students placed in transitional programs, usually at the elementary level between kindergarten and first grade, were considered retentions. For the purposes of this report, they were coded as retentions after having completed the transitional program and when they were recommended to be moved to a regular class at the same grade level.

Table 5
Students in Transition Programs as of October 1992

Total Grade	Population*	Number in Transition Class	Percent in Transition Class
K	250,360	142	.06
1	259,393	3,243	1.25
2	263,091	153	.06
3	258,026	33	.06
4	259,325	17	.01
5	258,525	27	.01
6	257,929	45	.02
7	254,877	103	.04
8	238,606	119	.04
K-8 Total	2,300,133	3,882	.16

** Excludes Code 20*

First Grade Retentions

When students who were moved from a transitional program to a regular first grade (2,299) are combined with students retained in the first grade (17,290), a total of 19,589 students, or 7.55 percent, were retained in first grade. Table 6 illustrates the event retention rate for students retained in first grade or moved from a transitional program to a regular first grade, by ethnicity and gender.

Table 6
Students Retained in First Grade
(Retained in First Grade or Moved From a Transitional Program to First Grade)
By Ethnicity and Gender as of October 1992

Ethnicity	Total Population*	Total Retained	Female	Male	Retention Rate
African American	35,819	3,756	1,490	2,266	10.5%
Hispanic	95,769	9,252	3,770	5,482	9.7%
White	122,577	6,346	2,396	3,950	5.1%
Asian/Pacific Islander	4,693	196	78	118	4.2%
Native American	541	39	15	24	7.2%

* Excludes Code 20

Grade Level Retention and Ethnicity

Retention in the Primary and Middle Grades

Table 7 illustrates retention in Grades K-12 by grade level and ethnicity. In Grades K-8, the largest number of students retained were Hispanic except for kindergarten, in which a larger number of white students were retained. Figure 3 illustrates the number of students retained by ethnicity, Grades K-12. Hispanic students in grades K-8 were twice as likely to be retained as white students, and African American students were more than twice as likely (2.26) to be retained as white students after adjusting for population sizes. Because of the very small number of students who were coded Native American or Asian/Pacific Islander, the data were inconclusive and could not be generalized.

The event retention rate trends for grades K-8 indicate a slightly higher percentage of African American students repeated all grades except for eighth grade, where the percent of Hispanic repeaters was slightly higher, and in kindergarten, in which white students were retained more often.

The higher retention of white students in kindergarten may be the result of middle class parents concerned about the increased demands of elementary school who believe that if their children were older they could better meet the demands. There is also speculation that, in some communities, being a year older improves student opportunities to participate in special programs such as those for the gifted and talented program or certain athletic teams. More research is needed in this area to determine why students are being retained in kindergarten and first grade and if this practice is beneficial to students. To date, research indicates retention in the primary grades is a counterproductive strategy.

Retention in Secondary Grades

Figure 4 illustrates the number of students retained by ethnicity in Grades 9-12. In Grades 9-12, a larger number of Hispanic students were retained.

The event retention rate, as displayed in Table 7, indicates that in Grades 9-11, a higher percentage of African American students were retained; in grade 12 a slightly higher percentage of Hispanic students were retained. However, there is little difference between the retention rates of these two groups.

In Grades 9-12 Hispanic students were two and one-half times as likely as white students to be retained, and African American students were almost three times (2.7) as likely to be retained as white students.

Table 7

Retention in Grade by Grade and Ethnicity, Grades K-12, 1992

Grade	Ethnicity	Total Number of Students*	Number Retained	Retention Rate
K	Asian/Pacific Islander	4,740	27	.78
	African American	34,404	338	.98
	Hispanic	91,652	868	.95
	Native American	619	14	2.26
	White	118,945	2,085	1.76
1	Asian/Pacific Islander	4,693	78	4.18
	African American	35,814	3,756	10.49
	Hispanic	95,769	9,252	9.66
	Native American	541	39	7.21
	White	122,577	6,346	5.18
2	Asian/Pacific Islander	4,974	27	1.33
	African American	36,533	1,362	3.73
	Hispanic	93,204	3,412	3.66
	Native American	522	12	2.30
	White	127,858	1,705	1.33
3	Asian/Pacific Islander	5,135	38	.74
	African American	36,108	826	2.29
	Hispanic	90,650	1,808	1.99
	Native American	497	4	.80
	White	125,636	917	.73
4	Asian/Pacific Islander	5,180	31	.60
	African American	36,239	671	1.85
	Hispanic	90,808	999	1.70
	Native American	280	3	.60
	White	126,598	802	.63
5	Asian/Pacific Islander	5,349	28	.52
	African American	36,262	611	1.68
	Hispanic	89,866	1,338	1.49
	Native American	484	10	2.07
	White	126,564	869	.69
6	Asian/Pacific Islander	5,136	28	.55
	African American	36,844	1,353	3.67
	Hispanic	89,246	2,773	3.11
	Native American	485	10	2.06
	White	126,218	1,682	1.33

Table 7, continued
Retention in Grade by Grade and Ethnicity, Grades K-12, 1992

Grade	Ethnicity	Total Number of Students	Number Retained	Retention Rate
7	Asian/Pacific Islander	5,195	31	.60
	African American	37,813	1,933	5.20
	Hispanic	87,123	3,824	4.39
	Native American	487	16	3.29
	White	124,889	2,221	1.78
8	Asian/Pacific Islander	2,441	33	.66
	African American	34,390	1,071	3.11
	Hispanic	80,313	2,748	3.42
	Native American	457	13	2.84
	White	118,448	1,596	1.35
9	Asian/Pacific Islander	5,299	416	7.85
	African American	39,228	7,325	18.67
	Hispanic	95,612	16,553	17.31
	Native American	514	81	15.76
	White	122,464	8,410	6.87
10	Asian/Pacific Islander	5,232	221	4.22
	African American	28,838	3,078	10.67
	Hispanic	71,349	6,746	9.45
	Native American	431	43	9.98
	White	110,149	4,206	3.82
11	Asian/Pacific Islander	5,196	188	3.62
	African American	24,256	1,846	7.61
	Hispanic	57,547	3,376	5.87
	Native American	366	14	3.83
	White	98,597	2,793	2.83
12	Asian/Pacific Islander	4,742	125	2.64
	African American	21,653	943	4.36
	Hispanic	50,572	2,385	4.72
	Native American	358	12	3.35
	White	93,557	1,805	1.93

*Excludes Code 20

Figure 3
Number of Students Retained by Ethnicity
Grades K-8
as of October 1992

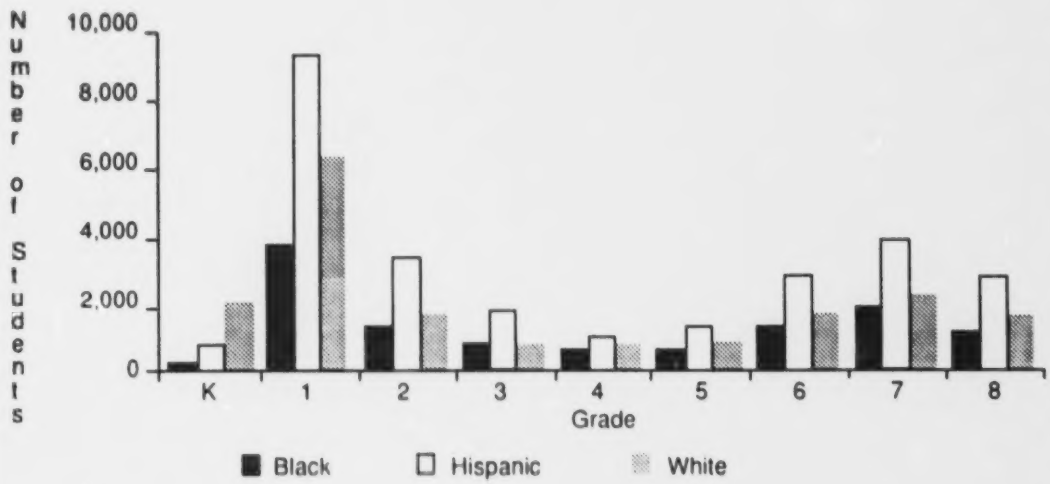
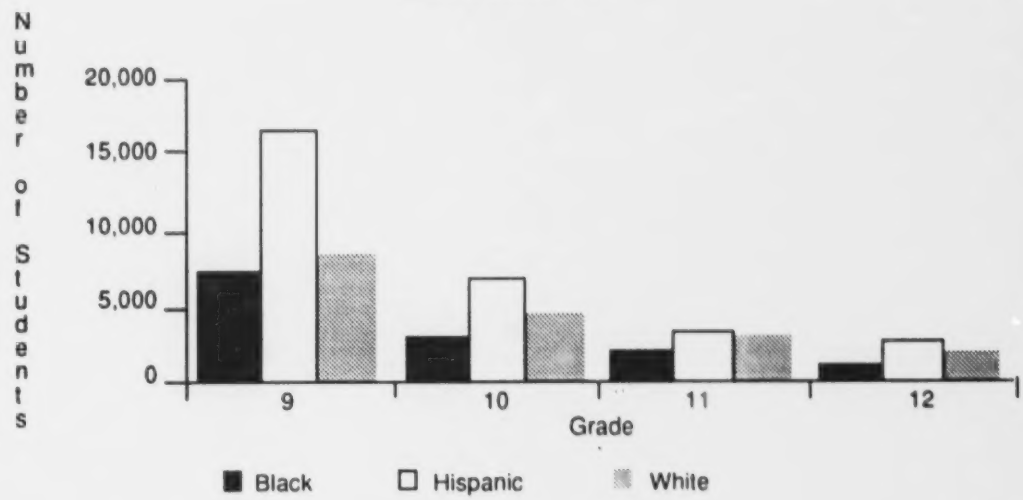


Figure 4
Number of Students Retained by Ethnicity
Grades 9-12
as of October 1992



Summary of Grade Level Retention and Ethnicity

Although ethnic minority students comprise approximately 50 percent of the student population included in this study, 71 percent of the students repeating a grade are ethnic minorities. Table 8 displays these data. The reasons for the disproportionate numbers and ways to meet the needs of these students so that they are successful in school should be priorities in future planning and implementation of state and local programs.

Table 8
Percent of Minority Students Retained in Grade as of October 1992

Grade	Percent Minority in Total Population	Percent Minority Repeating a Grade
K-8	51%	69%
9	50%	75%
10-12	47%	71%

Grade Level Retention and Overage Students

Table 9 presents information about overage retained students. Although grade retention usually results in an overage condition, it does not necessarily do so. Of the reported retentions, 9.4 percent of the retained students were not overage for grade in 1992-93.

In first grade, 56 percent of the overage students were retained in 1992-93; in ninth grade, 30 percent of overage students were retained. These figures do not differentiate between those students who were overage due to a previous retention or for other reasons. Other factors which can result in an overage condition include starting school older than peers, moving from a different country or state and being placed with younger students, or placement in a lower grade due to fragmented or interrupted schooling associated with high mobility.

Grade by grade percentages of overage students reflect the cumulative effects of a variety of educational decisions. Once retained and overage, a student will remain overage through his or her academic career unless he or she is subsequently accelerated up to age-appropriate peers. The highest percentages of overage students occurred in Grade 9; thereafter, overage dropouts reduced the percentages in the higher grades. Being overage for grade has been identified in several studies as the number one predictor of dropping out of school (Shepard and Smith, 1989; Schuyler, 1987; Jackson, 1975).

The percentage of non-special education students who were overage for grade has been analyzed. Special education students were excluded, since the education of these students is directed by individual education plans, which may or may not follow a typical grade progression. In 1992-93, the statewide percentage of students who were one year overage for grade was 17.4 percent. An additional 4.0 percent were two or more years overage, bringing the total to 21.4 percent of all kindergarten through Grade 12 students who were overage for grade. Overage students comprised 38.3 percent of ninth graders and 32.3 percent of tenth graders.

Table 9
Percent of Overage Students Who Repeated a Grade 1992-93* as of October

Grade	Percent of Overage Students Retained in 1992-93**
KG	17
1	56
2	12
3	6
4	4
5	4
6	8
7	10
8	7
9	30
10	18
11	13
12	9

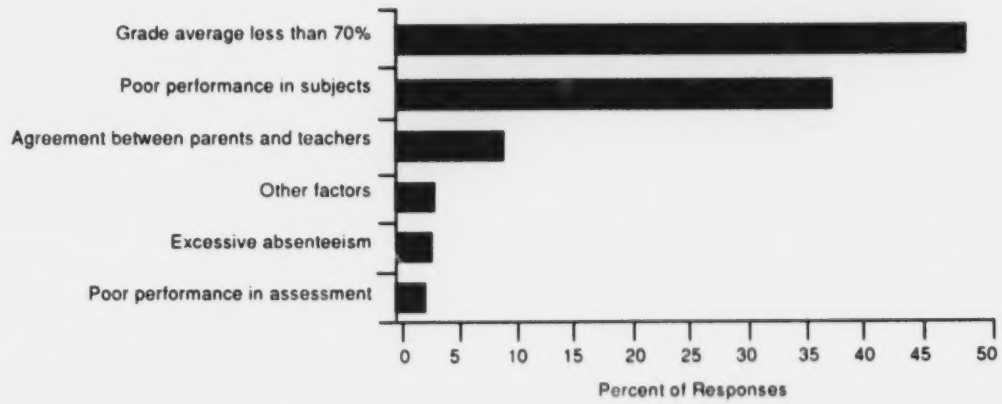
*Excludes Code 20

**Rounded to the nearest percent

Reasons Cited for Retaining Students in Grades K-8

Figure 5 illustrates the reasons students were retained in grade level. "Grade average less than 70" was selected 48 percent of the time as the reason for retaining students in Grades K-8, while 37 percent of the responses indicated "poor performance in subject" as the reason for retention.

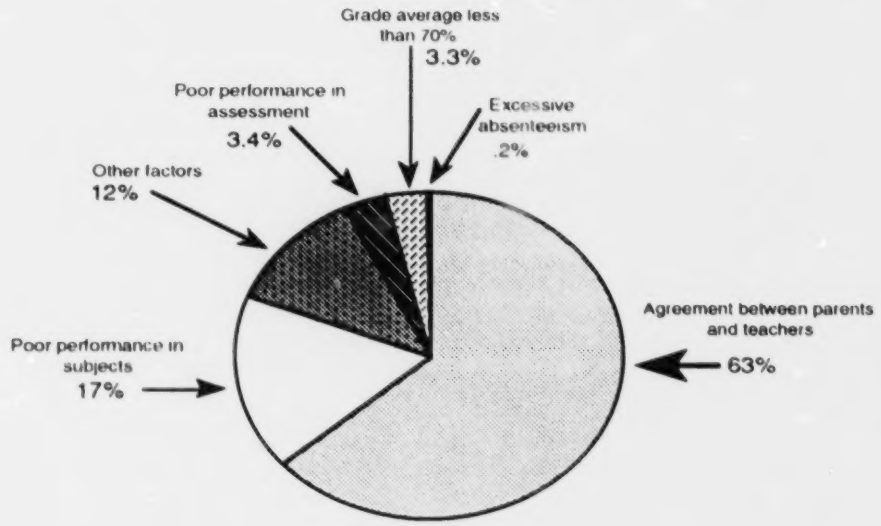
Figure 5
Reason for Grade Level Retention of Students, K-8 as of October 1992



Reasons for Placing Students in a Transitional Program

The reasons for placing students in a transitional program are indicated in Figure 6. The reason given most often (63 percent) for placing a student in a transitional program in Grades K-8 was "agreement between parents and teachers." This was the reason given 73 percent of the time at the first grade level. Although there is no basis in statute or board rule for retentions based on developmental factors, one can assume that many parents and teachers agree that some students are "not ready" for first grade and may need the "gift of time." The practice of retaining young children or placing them in transitional programs needs to be examined, as research indicates that children in at-risk situations placed in transitional classes do no better academically or socially than peers who were promoted (George, 1991).

Figure 6
Reasons for Placing Students in a Transitional Program
Grades K-8*
as of October 1992



*Rounded to the nearest tenth

Retention by District Type

Major urban districts had the highest event retention rates. Generally, the districts in the lower deciles of wealth had higher retention rates, except some of the wealthier districts had higher rates in Grades K-1. The highest retention rates were found in those districts with the lowest percentage of students passing the Texas Assessment of Academic Skills. These data are presented in the Analyze Category Descriptions in Appendix 6.

Alternative Estimates of Grade Retentions

Retentions reported through this collection totalled 118,888 for all grades. The accuracy of any first year collection usually cannot be determined until there is a subsequent collection for comparison. However, in this case some assessment of accuracy could be made through analysis of the student level enrollment data reported for the 1991-92 and 1992-93 school years.

Student-level files were compared to identify students who were enrolled both years, who left after the 1991-92 school year, and who entered Texas public schools in 1992-93. For students enrolled in both years, the number enrolled in the same grade was determined. In addition, students reported as retentions through this collection, but who were not enrolled in the same grade, were identified and counted. Alternative estimates of students being retained in 1992-93 were developed from these two calculations. This information is presented in Table 10.

Table 10

Alternative Estimates of 1992-93 Total Students Retained in Grade

		REPORTED			SAME GRADE IN '92 AND '93			SAME GRADE PLUS OTHER REPORTED RETENTIONS			
Total 92-93 Grade	Enrolled Students	Annual Reported Retained	Retention Rate	Students on Longitudinal Retn Rate*	Annual Same Grade Level	Retention Rate	Other Longitudinal Retn Rate*	Total Coded Retentions	Potential** Retentions	Retention Rate	Longitudinal Retn Rate
K	262,322	3,345	1.34%	1.34%	3,603	4.36%	4.36%	1,957	5,560	2.22%	2.22%
1	300,397	19,589	7.55%	8.79%	24,495	9.58%	13.52%	2,389	26,884	10.28%	12.27%
2	289,159	6,557	2.49%	11.06%	7,582	2.93%	16.06%	1,497	9,079	3.44%	15.29%
3	281,970	3,593	1.39%	12.30%	3,861	1.52%	17.33%	1,123	4,984	1.93%	16.92%
4	282,616	3,049	1.18%	13.33%	3,356	1.31%	18.42%	1,036	4,392	1.69%	18.33%
5	280,918	2,856	1.10%	14.28%	3,304	1.29%	19.47%	890	4,194	1.62%	19.65%
6	282,033	5,846	2.27%	16.23%	6,540	2.55%	21.52%	1,220	7,760	3.00%	22.06%
7	279,886	8,025	3.15%	18.87%	8,323	3.28%	24.10%	2,296	10,619	4.15%	25.30%
8	260,997	5,462	2.29%	20.73%	5,215	2.19%	25.76%	2,324	7,539	3.15%	27.65%
9	294,100	32,785	12.46%	30.60%	5,981	13.88%	36.06%	6,156	42,137	15.77%	39.06%
10	233,784	14,294	6.62%	35.20%	5,607	7.35%	40.76%	4,168	19,775	9.08%	44.59%
11	199,195	8,217	4.42%	38.06%	9,056	4.94%	43.69%	2,972	12,028	6.43%	48.18%
12	180,079	5,270	3.08%	39.97%	5,041	3.01%	45.38%	2,681	7,722	4.50%	50.49%
Total	3,427,456	118,888	3.79%		131,964	4.50%		30,709	162,673	5.16%	

* Longitudinal rates are not adjusted for students dropping out of school

** Potential Retentions is the sum of same-grade students and other coded retentions

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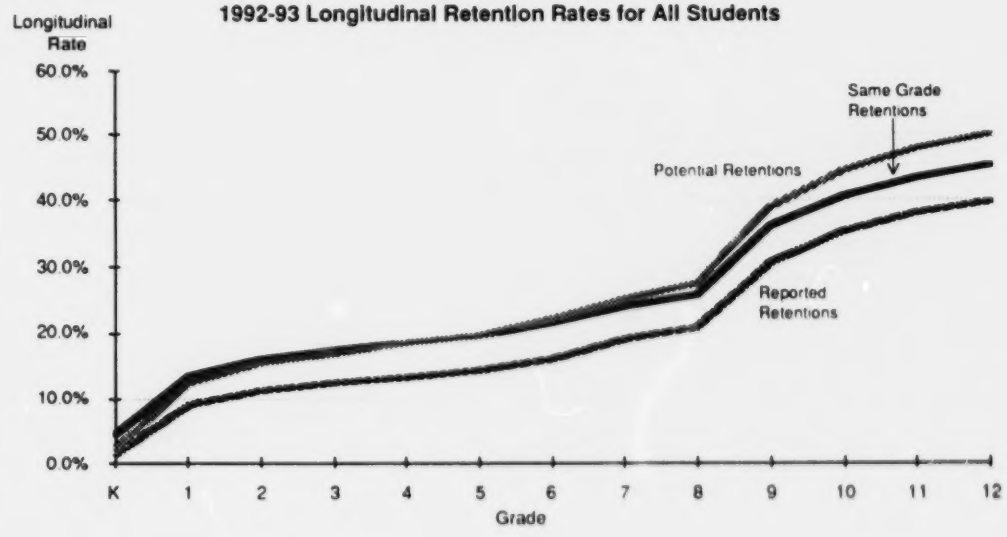
This analysis indicates that the reported retentions likely underrepresent the extent of grade retention. Students reported in the same grade both years reach almost 132,000. Potential retentions, the sum of same-grade students and other reported retentions, total almost 163,000 students, or about 5 percent of all students enrolled in grades kindergarten through twelve, and about 44,000 more students than districts reported as retained.

Analysis of the same-grade students against the retention file also yielded interesting results. Only 67 percent of those students were reported as being retained. The remainder were reported as being promoted, advanced, placed, first-time kindergarten students, or year-end status unknown (Code 20). All of this information raises questions about the accuracy of the reported data.

For each estimate, a longitudinal retention rate is calculated. These rates are a crude estimation of the cumulative effect of retention on the academic career of students as they do not reflect the effects of dropping out. The longitudinal rates increase with every grade, whereas in truth, many of these retained, and now overage, students leave school in the ninth grade or beyond. Their limitations notwithstanding, the rates do ease comparisons between the various estimates presented. For total students, rates at the end of the twelfth grade range from almost 40 percent to 50.5 percent. Figure 7 illustrates the longitudinal rates based on the three methodologies presented in Table 10.

Figure 7
1992-93 Longitudinal Retention Rates By Grade: All Students



Separate analyses were conducted for all students, special education students, and non-special education students. Table 11 presents an abbreviated picture of retention based on special education status. Special education students are more likely than their non-special education classmates to be retained, in part because agency data standards require that a grade be reported for all students. For some students, a grade label is not an appropriate indicator of academic achievement and same-grade status may or may not indicate academic distress. The longitudinal retention rates for non-special education students range from 38.14 percent to 47.66 percent, but for special education students they range from 56.33 percent to 72.62 percent.

Table 11

Alternative Estimates of 1992-93 Total Students Retained in Grade Disaggregated by Special Education Status

	REPORTED				SAME GRADE IN '92 and '93			SAME GRADE PLUS OTHER REPORTED RETENTIONS			
	Total Enrolled Students	Reported Retained	Annual Retention Rate	Longitudinal Retn Rate*	Students on Same Grade Level	Annual Retention Rate	Longitudinal Retn Rate*	Other Coded Retentions	Total Potential** Retentions	Annual Retention Rate	Longitudinal Retn Rate*
NON-SPECIAL EDUCATION STUDENTS											
Total	3,076,371	101,001	3.59%	38.14%	109,028	4.16%	42.25%	26,426	135,454	4.80%	47.66%
SPECIAL EDUCATION STUDENTS											
Total	351,085	117,887	5.52%	56.33%	22,936	7.23%	69.13%	4,283	27,219	8.34%	72.62%

* Longitudinal rates are not adjusted for students dropping out of school
** Potential Retentions is the sum of same-grade students and other coded retentions

Conclusions

The data indicate that a high percentage of students were retained in Texas during the 1992-93 school year, particularly in Grades 1, 9 and 10, and in the large, urban districts. The fact that ethnic minorities were two to three times as likely as whites to be retained must be addressed. Other areas of concern include the number of students retained in the first grade and the large number of students retained in the ninth grade, the year in which most students drop out of school.

Although the reported data seem suspect and the number of retentions appears to be underreported, the alternative analysis yields trends similar to the reported data. From the alternative analysis, it can be concluded that almost 5 percent of all students were retained in grade in 1992-93.

Retention of students seems to be a common practice in Texas, yet research results indicate that retention of students does not increase achievement. Indeed, it may actually harm students academically and socially. While retention in the early grades does not increase the achievement level of most students, it usually results in students being overage for grade, a significant predictor of dropping out of school. Retention in Grade 9 seems to encourage students to drop out of school rather than to strive for greater achievement. Rather than using retention as a remediation strategy, other systems must be implemented to support all students so that they become successful, independent learners. The public schools must strive to meet the needs of all students effectively and appropriately, and educators and parents must be made aware that grade level retention is not the solution for poor academic performance.

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Appendices

Appendix 1

State Report on Grade Level Retention of Students
Chronology of Legislation

As a result of House Bill 72, passed in 1984, several modifications were made to the *Texas Education Code* (TEC) and the *Texas Administrative Code* (TAC) which affected the retention and promotion of students. What follows is a chronological account of the major legislation and rules pertaining to the retention and promotion of students.

1984

TEC Section 21.721, Grade Requirement for Advancement or Course Credit, stated that districts may not grant social promotions. Students may be promoted only on the basis of academic achievement.

TAC Section 75.191, Grading and Reporting Requirements, and **TAC Section 75.192**, Promotion and Course Credit outlined the grading procedures districts were to use and the guidelines for promotion. It is important to note that the code explicitly states that campus assignment shall be at the discretion of the district in the event the student neither passes nor fails all courses in the eighth grade.

TAC Section 75.193, Grade Level Advancement and Course Credit, stated that student academic achievement shall be based on degree of mastery of the essential elements.

It also stated that students shall be promoted from one grade to the next only on the basis of academic achievement. Districts were given guidelines, such as the rule that no student could repeat the same grade more than once or more than two grades during the elementary years. Students could be required to participate in tutorials or summer sessions. There were special provisions made for students who were achieving at their maximum capability but still not reaching mastery; these students could be promoted with certain provisions.

TEC Section 21.920, Extracurricular Activities, stated that districts were to limit participation in and practice for extracurricular activities during the school day and week. Paragraph (b) stated that a student may be suspended from any extracurricular activity sponsored or sanctioned by the school district during the grade reporting period after a grade reporting period in which the student received a grade lower than the equivalent of 70 on a scale of 100 in any academic class.

1986

TEC Section 21.557, Compensatory and Remedial Instruction, stated that districts were to use student data on performance to design and implement appropriate compensatory or remedial instruction.

TAC Section 75.195, Alternatives to Social Promotion, was amended to include the provisions required by TEC Section 21.557.

1988

TEC Section 21.557, Compensatory and Remedial Instruction, was amended to expand section (c) to include provisions for providing remedial support to any student at risk of dropping out of school. A "student at risk of dropping out of school" was defined for students in Grades 7-12 and included students who were not advanced from one grade level to the next for two or more school years.

1989

TEC Section 21.557, Compensatory and Remedial Instruction, was again expanded to define students as at risk in Grade K-6 and to include those who reside in a residential placement facility. The State Board of Education was instructed to adopt rules under which a school district may use dropout recovery programs to provide alternative education programs for students at risk of dropping out of school. The rules were to include provisions for students in these programs relating to grades and course credit, modifications of instructional time requirements, and methods of evaluating mastery.

TEC Section 21.721, Grade Requirement for Advancement or Course Credit, paragraph (b), was amended to enable the school districts to make decisions regarding promotion based on multiple criteria, such as a student grade average for the year, grades in each subject, performance on criterion-referenced or norm-referenced assessments, extenuating circumstances, the opinion of the student parents and teachers, and other factors considered important by the school district.

Paragraph (f) stated that the district may consider one or more alternatives for providing the student remedial assistance, including an extended school day and/or year, tutorial support, mentoring, or a summer program.

TEC Section 21.041, Absences, stated a student may not be given credit for a class unless the student is in attendance for at least 80 days during a semester, except under special considerations outlined in this section.

1991

TAC Section 75.195, Alternatives to Social Promotion, were amended in March. This amendment changed the rule relating to retention of students in prekindergarten, kindergarten, and in the elementary grades. Section (j) provided that, with parental consent, a six-year old student who is determined by the school not to be developmentally ready for first grade may be assigned to a grade as deemed appropriate by the school. Such a placement could be in an extra-year program. All extra-year programs, sometimes called pre-first, transitional first, or developmental first grade programs, are retentions.

House Bill (HB) 1314 was passed in May 1991. It became effective at the beginning of the 1991-92 school year. It eliminated the prohibition on advancing a student with a grade average below 70 and required school districts to adopt policies regarding how students were to be advanced from one grade level to the next (*House Research Organization Daily Floor Report*, bill analysis, 1991).

Policy would have to take into consideration the following criteria when considering promotion of students:

-whether the student's yearly grade average was at least 70;
-the student's grade in each subject;

-the student's performance on the Texas Assessment of Academic Skills and norm-referenced tests;
-extenuating circumstances that may have caused a temporary change in the student's performance;
-the opinion of the student's parents and teachers; or
-any other factors the district considered important.

Before retaining a student in the same grade, districts would have to consider the following alternatives for assisting the student:

-an extended school day;
-an extended school year;
-specialized tutorial support;
-peer tutoring;
-cross-age tutoring;
-student mentoring; or
-summer programs.

TEC Section 21.721, Grade Requirement for Advancement or Course Credit, was amended. Deleted was paragraph (b), which stated that a student who has not maintained a grade average for a school year equivalent to at least 70 on a scale of 100 may not be advanced from one grade level to the next. It was replaced with the statement that each school district may adopt a policy for making the decision to advance a student from one grade level to the next on the basis of multiple criteria. The code includes the considerations listed in HB 1314. Paragraph (f) outlines alternatives for providing students remedial assistance as stated in HB 1314.

TEC Section 11.204, Student Retention Information, was added. This provision required the Central Education Agency to develop a system to collect data from school districts relating to grade level retention of students. The system must collect data regarding each student who is: retained, recommended for retention but not retained; or recommended for advancement, or advanced, from kindergarten to a transitional kindergarten or transitional first grade rather than a regular first grade class. The data must include the student's grade level, age, sex, and ethnic origin, the grounds for recommendation for retention, and the number of times the student has been retained previously.

Appendix 2

Methodology

Data on retention in grade were collected through the 1991-92 Public Education Information Management System (PEIMS) in October 1992 and indicate the end-of-the-year status codes for 1992-93 students. Appendix 3 contains the explanation for the codes, pertinent definitions, and the formulas for determining the percentages and rates. The same formulas and rates are used for other reports by the Texas Education Agency, including the Academic Excellence Indicator System performance report, *Snapshot*, and results-based monitoring reports.

A longitudinal analysis is not possible at this time, as this is the first year retention data have been collected. However, such data are now collected annually and will soon provide the necessary information to analyze retention practices over a period of time. Analysis of historical student level files can yield proxy retention information for prior years.

Students placed in transition classes were coded as "placed in transition" (Code 04). It is only when they leave the transition class to enter a regular class of the same grade that they are coded as retained (Code 06). Thus students who were placed in a transitional program can be differentiated from students retained in the same grade.

Appendix 3

PEIMS Year-End-Status Indicator Codes (C131)

Following are the codes school districts report through PEIMS to indicate the status of students at the end of each school year. For example, if a student in ninth grade is given a code of 10, that student was not advanced to tenth grade, whereas a student with a code of 11 was advanced to tenth grade. If a student in third grade was given a code of 03, the student was placed (not promoted) to third grade, while another student with a code of 01 was promoted to the next grade, and a student coded 02 was retained in the same grade. In subsequent data collections, Codes 5 and 20 will not be valid responses.

Grade K - 8 Only

01	Promoted to next grade
02	Retained in the same grade
03	Placed in the next grade
04	Placed in a transitional program
05	Student is enrolled in kindergarten for the first time, and thus no promotion decision was made at the end of the prior year
06	Promoted from a transitional program to the regular setting in the same grade

Grade 9 - 12 Only

10	Not advanced to the next grade
11	Advanced to the next grade
12	Graduated
13	Obtained GED
14	Student met all graduation requirements but has not passed exit-level TAAS

Grade K - 12

20	Year-end status was decided by previous district
21	Status pending completing of summer school
22	Status pending - other
23	Student left the district before the end of the year, and thus no year-end status was assigned by the district.

Definitions of Event Retention Rates for 1991-92 Year-End Status

Retention Rate Equals

Grade K-8

$$\frac{\text{Code 02 + Code 06}}{\text{Code 01 + Code 02 + Code 03 + Code 04 + Code 05 + Code 06}}$$

Grade 9

$$\frac{\text{Code 10}}{\text{Code 01 + Code 03 + Code 10}}$$

Grade 10-12

$$\frac{\text{Code 10}}{\text{Code 10 + Code 11 + Code 12 + Code 13 + Code 14}}$$

These retention rate definitions were based on *Texas Education Code* Section 11.204, Student Retention Information, and *Texas Administrative Code* Section 75.195, Alternatives to Social Promotion.

The following counts can be used:

	Grades K-8	Grades 9-11
Promotion	Code 01	Code 11 +Code 12 + Code 13
Retention	Code 02 and Code 06	Code 10
Non-success	Code 02 + Code 03 +Code 04 + Code 06	Code 10 + Code 14

Note: These are *event retention rates* which measure the proportion of individuals who have been defined as retained over a specific time interval (one school year). In contrast to event retention rates, *status retention rates* measure the proportion of individuals who have been defined as retained at any one given time; that is, the ratio of the number of individuals who have been retained once to the total state population. In addition to event and status retention rates, *cohort retention rates* measure what happens to a single group (or cohort) of students over a period of time, which can be determined by a longitudinal analysis and will be determined for future reports.

Appendix 4

Explanation of Code 20

Code 20, "year-end status was decided by previous district," was assigned to approximately eight percent of the student population, usually because the students had transferred from another district or were new to Texas public education. Grades 1 and 9, the grades with the highest incidence of Codes 20's, are the common entrance points from private schools. These students were not included in the data; so the retention data may be underreported. This is the only year for this occurrence. Beginning with the 1992-93 school year, PEIMS data will be collected at the end of the year; i.e., in June 1993, so that districts will know the status for all students on each campus at that time. Therefore, in subsequent years all students will be included in the study since the status of the students will be known at the end of the school year.

Percent of Students Coded "20" by Grade Level as of October 1992

Grade	Number of Students Coded "20"	Percent of Students Coded "20"
K	11,962	4.5
1	41,003	13.6
2	26,068	9.0
3	23,944	8.5
4	23,291	8.2
5	22,393	8.0
6	24,104	8.5
7	25,009	8.9
8	22,391	8.6
9	30,983	10.5
10	17,785	7.6
11	13,233	6.6
12	9,197	5.1
TOTAL	291,363	8.5

Appendix 5

This appendix contains copies of the raw data regarding retention of students, year-end report, 1991-92, indicating the current placement of students in the 1992-93 school year. Summary and grade-level frequencies are given for Grades K-8, followed by frequency counts on the reasons given for retention or placement in transitional programs for Grades K-8, and concluding with summary and grade-level frequencies for Grade 9 and Grades 10-12.

Note the differentiation in Codes 04 and 06. Code 04 indicates students placed in a transitional program for the following school year; they are not counted as retentions at this point.

Code 06 indicates students who were in a transition program during the year 1991-92 and were recommended to return to the regular setting in the same grade. These students are defined as being retained. For example, a student completes kindergarten in 1990-91, is placed in a transitional first grade in 1991-92, then is placed is a regular first grade in 1992-93. At the time of the recommendation for placement in the first grade, the student is counted as retained.

State Report on Grade Level Retention of Students

Summary of Statewide

Grade Level Retention Data

-Grades KG-8

-Grade 9

-Grades 10-12

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State Report on Grade Level Retention of Students

Grade KG - 8 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

CATEGORY	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	First Time In Kindergarten (Code 05)	Moved From Trans. To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
AGE								
On Grade Level	1,597,115	6,807	17,945	3,333	199,141	49	163,516	0.38%
Over Age	389,070	49,110	27,890	549	6,768	2,356	56,649	10.82%
ETHNICITY								
African American	269,961	11,504	11,875	631	29,388	418	36,626	3.68%
Asian American and Pacific Islander	40,418	442	675	34	3,785	46	5,506	1.07%
Hispanic	690,479	27,006	22,315	1,040	67,232	559	70,140	3.41%
Native American	3,848	116	75	14	534	5	1,245	2.64%
White	981,479	16,849	10,895	2,163	104,970	1,377	106,648	1.63%
GENDER								
Female	976,845	21,116	15,828	1,520	100,407	961	105,886	1.98%
Male	1,009,340	34,801	30,007	2,362	105,502	1,444	114,279	3.06%
GRADE LEVEL								
KG	40,905	3,342	59	142	205,909	3	11,962	1.34%
1	233,990	17,290	2,572	3,243	0	2,299	41,003	7.55%
2	250,565	6,460	5,816	153	0	97	26,068	2.49%
3	248,127	3,591	6,273	33	0	2	23,944	1.39%
4	249,799	3,047	6,460	17	0	2	23,291	1.18%
5	248,859	2,856	6,783	27	0	0	22,393	1.10%
6	245,541	5,845	6,497	45	0	1	24,104	2.27%
7	241,492	8,025	5,257	103	0	0	25,009	3.15%
8	226,907	5,461	6,118	119	0	1	22,391	2.29%
STATE TOTAL	1,986,185	55,917	45,835	3,882	205,909	2,405	220,165	2.54%

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State Report on Grade Level Retention of Students

Grade 9 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

CATEGORY	Promoted To Next Grade (Code 01)	Placed In Next Grade (Code 03)	Not Advanced To Next Grade (Code 10)	Status By Previous District (Code 20)	1992 Event Retention Rate
AGE					
On Grade Level	154,560	1,168	1,157	13,946	0.74%
Over Age	69,611	4,993	31,628	17,037	29.77%
ETHNICITY					
African American	30,318	1,585	7,325	4,900	18.67%
Asian American and Pacific Islander	4,839	44	416	923	7.85%
Hispanic	76,198	2,861	16,553	11,386	17.31%
Native American	420	13	81	176	15.76%
White	112,396	1,658	8,410	13,598	6.87%
GENDER					
Female	110,565	1,976	13,247	14,403	10.53%
Male	113,606	4,185	19,538	16,580	14.23%
GRADE LEVEL					
9	224,171	6,161	32,785	30,983	12.45%
STATE TOTAL	224,171	6,161	32,785	30,983	12.45%

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State Report on Grade Level Retention of Students

Grade 10 - 12 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

CATEGORY	Not Advanced To Next Grade (Code 10)	Advanced To Next Grade (Code 11)	Graduated (Code 12)	Graduate Obtained GED (Code 13)	Met Requirements But Not Exit Exam (Code 14)	Status By Previous District (Code 20)	1992 Event Retention Rate
AGE							
On Grade Level	3,189	392,288	28	0	1	22,261	0.81%
Over Age	24,592	152,568	128	6	43	17,954	13.87%
ETHNICITY							
African American	5,867	68,847	21	0	12	5,449	7.85%
Asian American and Pacific Islander	534	14,633	2	0	1	1,434	3.52%
Hispanic	12,507	166,904	33	1	23	12,226	6.97%
Native American	69	1,084	2	0	0	194	5.97%
White	8,804	293,388	98	5	8	20,912	2.91%
GENDER							
Female	10,940	272,124	64	1	19	19,590	3.86%
Male	16,841	272,732	92	2	25	20,625	5.81%
GRADE LEVEL							
10	14,294	201,701	0	4	0	17,785	6.62%
11	8,217	177,742	3	0	0	13,233	4.42%
12	5,270	165,413	153	2	44	9,197	3.08%
STATE TOTAL	27,781	544,856	156	6	44	40,215	4.85%

State Report of Grade Level Retention of Students

Grades KG-12 End-of-Year

Status Indicator Codes and Event Retention Rates

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade KG End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	First Time In Kindergarten (Code 05)	Moved From Trans. To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE								
African American	2,210	69	2	0	14,281	0	1,847	0.42%
Asian American and Pacific Islander	444	16	0	0	1,840	0	201	0.70%
Hispanic	11,508	148	11	3	32,124	0	1,709	0.34%
Native American	26	2	1	0	256	0	187	0.70%
White	5,539	658	1	12	49,714	0	1,703	1.18%
MALE								
African American	2,375	60	3	0	14,516	0	1,995	0.35%
Asian American and Pacific Islander	455	14	0	0	1883	0	199	0.60%
Hispanic	11,686	174	9	1	33,670	0	1,846	0.38%
Native American	39	3	0	0	254	0	175	1.01%
White	5,594	587	6	13	50,603	1	1,709	1.04%
STATE TOTAL	39,876	1,731	33	29	199,141	1	11,571	
OVER AGE								
FEMALE								
African American	36	69	2	7	244	0	50	19.27%
Asian American and Pacific Islander	6	2	0	0	28	0	6	5.56%
Hispanic	125	208	2	9	588	0	36	22.32%
Native American	0	2	0	0	14	0	3	12.50%
White	183	288	3	25	1,318	1	52	15.90%
MALE								
African American	37	140	1	5	347	0	78	26.42%
Asian American and Pacific Islander	12	5	1	0	34	0	8	9.62%
Hispanic	179	338	7	12	850	0	39	24.39%
Native American	2	7	0	3	10	0	10	31.82%
White	449	552	10	52	3,335	1	109	12.57%
STATE TOTAL	1,029	1,611	26	113	6,768	2	391	

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade 1 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	14,747	69	185	203	3	3,299	0.47%
Asian American and Pacific Islander	2,083	3	32	19	0	392	0.14%
Hispanic	39,432	118	388	302	3	5,119	0.30%
Native American	219	0	3	2	0	86	0.00%
White	52,758	75	287	700	5	8,683	0.15%
MALE							
African American	14,972	78	260	287	5	3,305	0.53%
Asian American and Pacific Islander	2,176	7	36	15	1	472	0.36%
Hispanic	40,839	137	524	461	9	5,455	0.35%
Native American	230	1	4	7	1	84	0.82%
White	52,400	98	461	1,149	8	8,680	0.20%
STATE TOTAL	219,856	586	2,180	3,145	35	35,575	
OVER AGE							
FEMALE							
African American	534	1,255	27	8	163	337	71.36%
Asian American and Pacific Islander	52	58	1	0	17	35	58.59%
Hispanic	1,829	3,411	68	25	238	827	65.50%
Native American	14	14	0	0	1	12	51.72%
White	2,618	1,832	55	12	484	875	46.31%
MALE	770	1,950	51	14	233	464	72.33%
African American	81	84	2	0	26	55	56.99%
Asian American and Pacific Islander	2,546	5,049	91	12	287	1,152	66.83%
Hispanic	21	19	1	1	3	16	48.89%
Native American	5,669	3,032	96	26	812	1,655	39.98%
White	14,134	16,704	392	98	2,264	5,428	
STATE TOTAL							

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade 2 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	14,708	79	299	8	1	1,658	0.53%
Asian American and Pacific Islander	2,161	6	47	0	0	263	0.27%
Hispanic	36,512	180	651	11	0	3,158	0.48%
Native American	217	0	1	0	0	44	0.00%
White	54,735	81	374	24	3	5,391	0.15%
MALE							
African American	13,736	128	507	18	2	1,568	0.90%
Asian American and Pacific Islander	2,159	7	51	0	0	293	0.32%
Hispanic	35,334	191	967	1	2	2,969	0.53%
Native American	205	0	2	1	0	42	0.00%
White	52,601	109	608	37	3	5,136	0.21%
STATE TOTAL	212,368	781	3,507	100	11	20,442	
OVER AGE							
FEMALE							
African American	2,129	438	172	6	3	367	16.05%
Asian American and Pacific Islander	172	19	4	0	2	48	10.66%
Hispanic	6,176	1,206	414	5	8	1,006	15.55%
Native American	34	6	0	0	0	15	15.00%
White	5,972	553	155	6	25	891	8.61%
MALE							
African American	3,255	705	324	9	6	493	16.54%
Asian American and Pacific Islander	297	32	17	0	0	75	9.25%
Hispanic	8,857	1,814	849	15	11	1,211	15.81%
Native American	50	6	0	0	0	19	10.71%
White	11,255	900	374	12	31	1,501	7.41%
STATE TOTAL	38,197	5,679	2,309	53	86	5,626	

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State Report on Grade Level Retention of Students

Grade 3 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	14,009	61	270	3	0	1,410	0.43%
Asian American and Pacific Islander	2165	2	23	0	0	243	0.09%
Hispanic	33,917	92	505	1	0	2,742	0.27%
Native American	200	2	2	0	0	39	0.98%
White	52,927	70	262	2	0	4,778	0.13%
MALE							
African American	12,746	90	442	1	0	1,393	0.68%
Asian American and Pacific Islander	2,205	10	62	0	0	265	0.44%
Hispanic	31,516	145	711	3	0	2,578	0.45%
Native American	188	0	8	0	0	38	0.00%
White	49,715	67	398	2	1	4,426	0.14%
STATE TOTAL	199,588	539	2,683	12	1	17,912	
OVER AGE							
FEMALE							
African American	2,831	268	285	0	0	391	7.92%
Asian American and Pacific Islander	240	9	14	0	0	43	3.42%
Hispanic	8,326	595	668	2	0	1,021	6.20%
Native American	33	0	0	0	0	10	0.00%
White	7,299	297	242	3	1	970	3.80%
MALE							
African American	4,069	407	623	3	0	570	7.98%
Asian American and Pacific Islander	360	17	28	0	0	60	4.20%
Hispanic	11,910	976	1,277	6	0	1,361	6.89%
Native American	60	2	2	0	0	14	3.13%
White	13,411	481	451	7	0	1,592	3.35%
STATE TOTAL	48,539	3,052	3,590	21	1	6,032	

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade 4 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	13,537	71	224	1	0	1,280	0.51%
Asian American and Pacific Islander	2,196	3	31	0	0	236	0.13%
Hispanic	32,622	101	425	2	0	2,553	0.30%
Native American	195	0	5	0	0	30	0.00%
White	52,558	53	223	0	0	4,577	0.10%
MALE							
African American	12,269	76	363	0	0	1,213	0.60%
Asian American and Pacific Islander	2,134	4	44	0	0	238	0.18%
Hispanic	30,157	125	630	5	0	2,289	0.40%
Native American	181	0	0	0	0	24	0.00%
White	50,007	65	355	0	0	4,250	0.13%
STATE TOTAL	195,856	498	2,300	8	0	16,690	
OVER AGE							
FEMALE							
African American	3,392	212	372	0	1	400	5.36%
Asian American and Pacific Islander	295	5	18	0	0	58	1.57%
Hispanic	9,693	510	742	4	0	1,150	4.66%
Native American	40	1	1	0	0	11	2.38%
White	7,776	250	261	0	1	1,018	3.03%
MALE							
African American	4,671	312	738	0	0	613	5.45%
Asian American and Pacific Islander	404	19	27	0	0	83	4.22%
Hispanic	13,487	805	1,495	5	0	1,541	5.10%
Native American	71	2	4	0	0	16	2.60%
White	14,114	433	502	0	0	1,711	2.88%
STATE TOTAL	53,943	2,549	4,160	9	2	6,601	

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade 5 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	13,357	36	234	0	0	1,160	0.26%
Asian American and Pacific Islander	2,142	1	29	0	0	193	0.05%
Hispanic	32,027	88	477	5	0	2,367	0.27%
Native American	191	0	4	0	0	33	0.00%
White	52,973	41	158	0	0	4,313	0.08%
MALE							
African American	11,913	70	328	0	0	1,059	0.57%
Asian American and Pacific Islander	2,298	6	29	0	0	214	0.26%
Hispanic	28,634	120	654	3	0	2,093	0.41%
Native American	158	0	1	0	0	28	0.00%
White	49,372	55	348	0	0	4,030	0.11%
STATE TOTAL	193,065	417	2,262	8	0	15,490	
OVER AGE							
FEMALE							
African American	3,447	181	396	0	0	425	4.50%
Asian American and Pacific Islander	324	7	14	0	0	49	2.03%
Hispanic	10,045	374	862	8	0	1,154	3.31%
Native American	52	5	3	0	0	9	8.33%
White	7,871	239	242	1	0	1,144	2.86%
MALE							
African American	5,140	324	836	0	0	663	5.14%
Asian American and Pacific Islander	460	14	25	0	0	68	2.81%
Hispanic	14,220	756	1,583	10	0	1,611	4.56%
Native American	61	5	4	0	0	20	7.14%
White	14,174	534	556	0	0	1,760	3.50%
STATE TOTAL	55,794	2,439	4,521	19	0	6,903	

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State Report on Grade Level Retention of Students

Grade 6 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans. To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	13,055	48	258	0	1	1,282	0.37%
Asian American and Pacific Islander	2,090	3	16	0	0	230	0.14%
Hispanic	30,299	64	420	3	0	2,329	0.21%
Native American	194	0	0	0	0	34	0.00%
White	52,306	52	194	1	0	4,624	0.10%
MALE							
African American	11,190	84	402	0	0	1,123	0.72%
Asian American and Pacific Islander	2,090	2	20	0	0	204	0.09%
Hispanic	27,321	139	597	2	0	2,068	0.50%
Native American	157	0	3	0	0	31	0.00%
White	48,515	87	386	0	0	4,295	0.18%
STATE TOTAL	187,217	479	2,296	6	1	16,220	
OVER AGE							
FEMALE							
African American	3,762	414	427	2	0	521	8.99%
Asian American and Pacific Islander	331	5	14	0	0	56	1.43%
Hispanic	10,690	807	723	9	0	1,291	6.60%
Native American	43	5	2	0	0	13	10.00%
White	7,845	467	244	7	0	1,119	5.45%
MALE							
African American	5,560	806	831	4	0	839	11.19%
Asian American and Pacific Islander	521	18	26	0	0	101	3.19%
Hispanic	15,026	1,763	1,372	11	0	1,833	9.70%
Native American	71	5	5	0	0	21	6.17%
White	14,475	1,076	557	6	0	2,090	6.68%
STATE TOTAL	58,324	5,366	4,201	39	0	7,884	

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

Grade 7 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	13,097	97	146	1	0	1,124	0.73%
Asian American and Pacific Islander	2,189	2	5	0	0	225	0.09%
Hispanic	29,242	122	204	4	0	2,421	0.41%
Native American	198	0	0	0	0	31	0.00%
White	51,760	80	142	0	0	4,446	0.15%
MALE							
African American	10,734	138	246	0	0	978	1.24%
Asian American and Pacific Islander	1,995	7	7	0	0	223	0.35%
Hispanic	25,493	299	368	3	0	2,070	1.14%
Native American	153	0	2	0	0	28	0.00%
White	47,064	147	328	0	0	4,397	0.31%
STATE TOTAL	181,925	892	1,448	8	0	15,943	
OVER AGE							
FEMALE							
African American	3,962	621	305	4	0	554	12.69%
Asian American and Pacific Islander	379	6	6	0	0	58	1.53%
Hispanic	10,930	1,172	495	23	0	1,524	9.29%
Native American	42	4	1	0	0	15	8.51%
White	7,833	642	204	11	0	1,281	7.39%
MALE							
African American	5,951	1,077	799	5	0	934	13.75%
Asian American and Pacific Islander	563	16	20	0	0	90	2.67%
Hispanic	15,259	2,231	1,246	32	0	2,265	11.89%
Native American	74	12	1	0	0	16	13.79%
White	14,574	1,352	732	20	0	2,329	8.11%
STATE TOTAL	59,567	7,133	3,809	95	0	9,066	

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State Report on Grade Level Retention of Students

Grade 8 End-Of-Year Status Indicator Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Retained In Same Grade (Code 02)	Placed In Next Grade (Code 03)	Placed In Transitional Program (Code 04)	Moved From Trans To Regular (Code 06)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	12,213	77	107	3	0	962	0.62%
Asian American and Pacific Islander	1,980	1	3	0	0	151	0.05%
Hispanic	25,977	170	223	1	0	2,005	0.64%
Native American	151	0	2	0	0	29	0.00%
White	49,142	113	106	2	0	4,064	0.23%
MALE							
African American	9,538	113	192	6	0	857	1.15%
Asian American and Pacific Islander	1,946	2	2	0	0	193	0.10%
Hispanic	22,425	259	359	2	0	1,726	1.12%
Native American	162	0	3	0	0	22	0.00%
White	43,830	149	239	3	0	3,664	0.34%
STATE TOTAL	167,364	884	1,236	17	0	13,673	
OVER AGE							
FEMALE							
African American	4,078	357	364	12	0	552	7.42%
Asian American and Pacific Islander	438	14	5	0	0	70	3.06%
Hispanic	11,063	868	670	12	0	1,536	6.88%
Native American	47	6	1	0	0	16	11.11%
White	7,650	460	364	6	0	1,256	5.42%
MALE							
African American	5,931	524	854	21	0	862	7.15%
Asian American and Pacific Islander	575	16	16	0	0	108	2.64%
Hispanic	15,177	1,451	1,628	27	1	2,125	7.94%
Native American	69	7	9	0	0	24	8.24%
White	14,515	874	971	24	0	2,169	5.33%
STATE TOTAL	59,543	4,577	4,882	102	1	8,718	

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State Report on Grade Level Retention of Students

Grade 9 End-of-Year Status Indicators Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Promoted To Next Grade (Code 01)	Placed In Next Grade (Code 03)	Not Advanced To Next Grade (Code 10)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE					
African American	10,893	138	130	1,026	1.16%
Asian American and Pacific Islander	1,866	7	10	215	0.53%
Hispanic	23,626	203	242	1,968	1.01%
Native American	135	2	5	42	3.52%
White	46,727	156	195	4,248	0.41%
MALE					
African American	8,459	157	125	859	1.43%
Asian American and Pacific Islander	1,769	10	7	209	0.39%
Hispanic	19,979	248	268	1,591	1.31%
Native American	142	4	3	36	2.01%
White	40,964	243	172	3,752	0.42%
STATE TOTAL	154,560	1,168	1,157	13,946	
OVER AGE					
FEMALE					
African American	4,497	401	3,073	1,218	38.55%
Asian American and Pacific Islander	515	7	159	221	23.35%
Hispanic	13,808	742	6,323	3,351	30.29%
Native American	62	2	31	48	32.63%
White	8,436	318	3,079	2,066	26.02%
MALE					
African American	6,469	889	3,997	1,797	35.20%
Asian American and Pacific Islander	689	20	240	278	25.29%
Hispanic	18,785	1,668	9,720	4,476	32.21%
Native American	81	5	42	50	32.81%
White	16,269	941	4,984	3,532	22.39%
STATE TOTAL	69,611	4,993	31,628	17,037	

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State Report on Grade Level Retention of Students

Grade 10 End-of-Year Status Indicators Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Not Advanced To Next Grade (Code 10)	Advanced To Next Grade (Code 11)	Graduated (Code 12)	Graduate Obtained GED (Code 13)	Met Requirements But Not Exit Exam (Code 14)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	157	9,199	0	0	0	643	1.68%
Asian American and Pacific Islander	5	1,753	0	0	0	149	0.28%
Hispanic	202	19,995	0	0	0	1,222	1.00%
Native American	2	134	0	0	0	25	1.47%
White	154	44,793	0	0	0	2,878	0.34%
MALE							
African American	134	7,011	0	0	0	476	1.88%
Asian American and Pacific Islander	16	1,713	0	0	0	152	0.93%
Hispanic	231	16,294	0	0	0	1,027	1.40%
Native American	0	133	0	0	0	20	0.00%
White	186	38,892	0		0	2,597	0.48%
STATE TOTAL	1,087	139,917	0	0	0	9,189	
OVER AGE							
FEMALE							
African American	1,129	3,833	0	0	0	575	22.75%
Asian American and Pacific Islander	63	696	0	0	0	139	8.30%
Hispanic	2,511	12,015	0	0	0	1,522	17.29%
Native American	19	42	0	0	0	29	31.15%
White	1,402	7,646	0	2	0	1,237	15.49%
MALE							
African American	1,658	5,717	0	0	0	849	22.48%
Asian American and Pacific Islander	137	849	0	0	0	181	13.89%
Hispanic	3,802	16,298	0	1	0	1,946	18.91%
Native American	22	79	0	0	0	24	21.78%
White	2,464	14,609	0	1	0	2,094	14.43%
STATE TOTAL	13,207	61,784	0	4	0	8,596	

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State Report on Grade Level Retention of Students

Grade 11 End-of-Year Status Indicators Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Not Advanced To Next Grade (Code 10)	Advanced To Next Grade (Code 11)	Graduated (Code 12)	Graduate Obtained GED (Code 13)	Met Requirements But Not Exit Exam (Code 14)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	108	8,441	0	0	0	492	1.26%
Asian American and Pacific Islander	14	1,707	0	0	0	138	0.81%
Hispanic	169	17,693	0	0	0	1,003	0.95%
Native American	0	124	0	0	0	17	0.00%
White	201	41,000	0	0	0	2,571	0.49%
MALE							
African American	110	6,093	0	0	0	385	1.77%
Asian American and Pacific Islander	20	1,647	0	0	0	133	1.20%
Hispanic	139	14,260	0	0	0	722	0.97%
Native American	1	107	0	0	0	18	0.93%
White	207	36,258	1	0	0	2,210	0.57%
STATE TOTAL	969	127,330	1	0	0	7,689	
OVER AGE							
FEMALE							
African American	672	3,069	0	0	0	386	17.96%
Asian American and Pacific Islander	53	711	0	0	0	126	6.94%
Hispanic	1,201	9,426	0	0	0	924	11.30%
Native American	6	38	0	0	0	18	13.64%
White	800	6,097	0	0	0	918	11.60%
MALE							
African American	956	4,807	0	0	0	509	16.59%
Asian American and Pacific Islander	101	943	0	0	0	134	9.67%
Hispanic	1,867	12,792	0	0	0	1,066	12.74%
Native American	7	83	0	0	0	10	7.78%
White	1,585	12,446	2	0	0	1,453	11.29%
STATE TOTAL	7,248	50,412	2	0	0	5,544	

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State Report on Grade Level Retention of Students

Grade 12 End-of-Year Status Indicators Codes And Event Retention Rates (1992)

ON GRADE LEVEL	Not Advanced To Next Grade (Code 10)	Advanced To Next Grade (Code 11)	Graduated (Code 12)	Graduate Obtained GED (Code 13)	Met Requirements But Not Exit Exam (Code 14)	Status By Previous District (Code 20)	1992 Event Retention Rate
FEMALE							
African American	98	8,410	3	0	0	312	1 15%
Asian American and Pacific Islander	13	1616	0	0	0	97	0 80%
Hispanic	196	17,283	2	0	0	756	1 12%
Native American	0	133	1	0	0	12	0 00%
White	223	40,748	12	0	0	1,800	0 54%
MALE							
African American	106	6,033	2	0	0	215	1 73%
Asian American and Pacific Islander	19	1555	0	0	0	66	1 21%
Hispanic	221	13,441	0	0	1	568	1 62%
Native American	3	117	0	0	0	10	2 50%
White	254	35,705	7	0	0	1,547	0 71%
STATE TOTAL	1,133	125,041	27	0	1	5,383	
OVER AGE							
FEMALE							
African American	272	2,455	8	0	3	253	9 93%
Asian American and Pacific Islander	26	648	1	0	0	48	3 85%
Hispanic	791	7,456	7	0	13	689	9 57%
Native American	4	34	1	0	0	1	10 26%
White	449	4,929	29	2	3	610	8 30%
MALE							
African American	467	3,779	8	0	9	354	10 95%
Asian American and Pacific Islander	67	795	1	0	1	71	7 75%
Hispanic	1,177	9,951	24	0	9	781	10 55%
Native American	5	60	0	0	0	10	7 69%
White	879	10,265	47	0	5	997	7 85%
STATE TOTAL	4,137	40,372	126	2	43	3,814	

State Report on Grade Level Retention of Students

Reasons for Retention

-Grades KG-8

and

-Transitional Programs

TEXAS EDUCATION AGENCY

State Report on Grade Level Retention of Students

1992 Reasons For Retention, Grade KG-8 Only
For Students Retained in the Same Grade (End-Of-Status Indicator Code 02)

CATEGORY	Grade Average Less Than 70	Poor Performance In Subjects	Poor Performance In Assessment	Agreement Between Parents and Teachers	Excessive Absenteeism	Other Factors
AGE						
On Grade Level	24,321	19,410	725	5,020	844	1,074
Over Age	5,192	3377	67	300	363	352
ETHNICITY						
African American	7,103	4,646	129	545	232	146
Asian American and Pacific Islander	173	175	5	74	15	22
Hispanic	14,795	10,654	390	1,722	632	766
Native American	48	60	0	13	4	2
White	7,394	7,252	268	2,966	324	490
GENDER						
Female	10,954	8,744	301	2,017	542	584
Male	18,559	14,043	491	3,303	665	842
GRADE LEVEL						
KG	194	2,240	26	1,004	30	59
1	8,576	7,142	313	2,400	272	414
2	3,332	2,604	166	761	131	173
3	2,102	1,265	78	382	81	72
4	1,883	1,077	55	263	84	97
5	1,700	1,025	81	223	58	113
6	3,957	1,889	35	135	157	137
7	4,614	3,390	25	55	227	164
8	3,155	2,155	13	97	167	197
STATE TOTAL	29,513	22,787	792	5,320	1,207	1,426

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State Report on Grade Level Retention of Students

1992 Reasons For Retention, Grade KG-8 Only
For Students Moved to a Transitional Program (End-Of-Status Indicator Code 04)

CATEGORY	Grade Average Less Than 70	Poor Performance In Subjects	Poor Performance In Assessment	Agreement Between Parents and Teachers	Excessive Absenteeism	Other Factors
AGE						
On Grade Level	130	621	147	2,688	7	402
Over Age	12	119	3	28	2	129
ETHNICITY						
African American	27	187	57	367	3	79
Asian American and Pacific Islander	0	3	0	28	0	4
Hispanic	55	224	13	661	5	195
Native American	0	1	1	13	0	0
White	60	325	79	1,647	1	253
GENDER						
Female	53	274	52	1,065	4	232
Male	89	466	98	1,651	5	299
GRADE LEVEL						
KG	3	18	1	136	1	1
1	94	466	121	2,488	4	314
2	13	57	23	47	0	42
3	2	12	1	7	1	10
4	1	1	0	1	0	14
5	16	0	0	4	0	7
6	2	27	1	2	0	36
7	8	57	1	26	0	60
8	3	102	2	5	3	47
STATE TOTAL	142	740	150	2,716	9	531

Appendix 6

This appendix contains the Analyze Category Descriptions. The event retention rate is expressed in relation to several district characteristics. Note that only one factor is considered at a time: no cause and effect relationship can be concluded from these data. However, some general trends can be discerned, as discussed earlier in the report.

The Analyze Category Descriptions Are included, followed by the data

TEXAS EDUCATION AGENCY
ANALYZE CATEGORY DESCRIPTIONS

ENROLLMENT GROUPINGS

Districts are grouped by size into nine categories based on their enrollment. This is the total number of students enrolled in the district as of the Public Education Information Management System (PEIMS) fall collection date (late October of each year). It does not include students who are served by the district but not enrolled there.

DISTRICT TYPE

Districts are classified on a scale ranging from major urban to rural. Factors such as size, growth rates, and proximity to urban areas are used to determine the appropriate group. The groups are:

Major Urban. The eight largest school districts in the state which serve the metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso.

Major Suburban. Other school districts in and around the major urban areas.

Other Central City. The major school districts in other large Texas cities.

Other Central City Suburban. Other school districts in and around the other large, but not major, Texas cities.

Independent Town. The largest school districts in counties with populations of 25,000 to 100,000.

Non-Metro: Fast Growing. The school districts that fail to be in any of the above categories and that exhibit a five year growth rate of at least 20 percent. These districts must have at least 300 students enrolled.

Non-Metro: Stable. The school districts that fail to be in any of the above categories, yet have an enrollment that exceeds the state median.

Rural. The school districts that fail all of the above tests for placement into a category. These districts either have an enrollment between 300 and the state median and a growth rate less than 20 percent, or they have an enrollment less than 300.

WEALTH

Wealth is defined as total taxable property value divided by enrollment and is used as an indicator of a district's ability to raise local funds on a per pupil basis. The property value used is total taxable value (for the last completed calendar year; i.e., 1990) as determined by the Comptroller's Property Tax Division (CPTD). Enrollment is for the current school year; i.e., 1990-91. The first wealth grouping classifies districts into ten categories with approximately equal numbers of districts in each called deciles. The second grouping simply shows districts above and below state average wealth. The third wealth grouping classifies districts into 20 categories with approximately equal numbers of students in each. The six special statutory districts form a separate group in all three categories because they have no taxable property wealth.

TOTAL TAX EFFORT

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. This category shows the total effective tax rate, which is determined by dividing the last completed calendar year's total levy amount by that year's CPTD total taxable property value. The total effective rate is the sum of the school district Maintenance and Operations (M&O), including the County Education District (CED) and the Interest and Sinking Fund standardized rates. Rates are expressed per $100 of taxable value. The six special statutory districts are in a separate category because property taxes are not levied for these districts.

MAINTENANCE AND OPERATIONS EFFECTIVE TAX EFFORT

Districts are grouped into four tax effort categories, or quartiles, with approximately equal numbers of districts in each. This category shows the maintenance and operation (M&O) effective tax rate, which is determined by dividing the last completed calendar year's M&O levy amount by that year's CPTD total taxable property value. The M&O rate shown includes both the local standardized rate and the CED standardized rate. The six special statutory districts form a separate group in both categories because they do not levy property taxes.

HIGHEST PROPERTY VALUE CATEGORY

Currently, the CPTD classifies property into 13 categories based on how the property is used. These 13 categories are aggregated into four classifications as follows:

Residential:	Single-family and multi-family residential and residential inventory
Land:	Vacant lots and rural real (taxable)
Oil and Gas:	Oil, gas, and minerals
Business:	Commercial and industrial real, commercial and industrial personal, and utilities

The one category of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory districts form a separate group because they have no taxable property wealth.

ACADEMIC EXCELLENCE INDICATOR GROUPS

This category splits districts into 16 categories by size of enrollment, whether they are above or below the state average for district wealth, and whether they fall above or below a level of 40% low income students. The six special districts form a 17th category because they cannot be categorized by wealth. These 16 categories are used to group data provided in the Academic Excellence Indicator System (AEIS) so that each district's values can be compared to a group of districts with similar characteristics.

SMALL/SPARSE ADJUSTMENT

Districts are grouped into four small/sparse categories, or quartiles, with approximately equal numbers of districts in each. The category shows the amount of small/sparse adjustment as a percent of the total adjusted basic allotment amount. A fifth category contains all districts receiving no small/sparse adjustment. This small/sparse percentage is a measure of the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts.

COST OF EDUCATION INDEX LEVEL

The Cost of Education Index (CEI) reflects geographic variations in costs and prices beyond the control of school districts. The index currently in use was first implemented in 1989-90. The Price Differential Index (PDI) has a minimum value of 1.01 and a maximum of 1.20. This category divides districts into four groups with approximately equal numbers of districts in each.

OPERATING COST PER PUPIL

Operating costs are the sum of all expenditures budgeted for the operation of the district for all funds. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per pupil amounts are the current school year expenditures divided by current enrollment. Districts are grouped into five categories with approximately equal numbers of districts in each. The source for budgeted expenditures is the fall submission of PEIMS.

EDUCATION SERVICE CENTER REGION

The state is divided into 20 geographic regions, each served by an Education Service Center.

TAAS: PERCENT PASSING ALL TESTS TAKEN

For grades 3, 5, 7, 9, and 11, the total number of students who passed all sections taken is expressed as a percentage of the total number of students taking one or more tests. Districts are grouped into four categories with the percent passing ranging from under 50 percent to 65 percent and over. A fifth category is for those districts which did not administer the TAAS test. These percentages exclude special education students and 3rd graders taking the test in Spanish.

AVERAGE SAT SCORE

Districts are grouped into four categories based on their average score on the 1989-90 administration of the SAT. The categories range from an average score under 810 to an average of 910 and over. A fifth category is for those districts which did not administer the SAT.

AVERAGE ACT SCORE

Districts are grouped into four categories based on their average score on the 1989-90 administration of the ACT. The categories range from an average score under 18.25 to an average of 20.5 and higher. A fifth category is for those districts which did not administer the ACT.

STUDENT DENSITY

The square miles in a school district were determined through a joint effort by the State Property Tax Board (SPTB), the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the SPTB were digitized by the Water Commission and acreage was determined. Density is the number of students enrolled per square mile. Density groups range from fewer than five students per square mile to 100 or more students per square mile. The six special statutory districts form a separate group as students served in these districts are drawn from the entire state.

ENROLLMENT CHANGE FROM PRIOR YEAR

This category looks at the growth or decline in student population over a one-year period. Districts whose enrollment declined represent one grouping, while the remaining groups show one year growth rates ranging from "0%-3%" to "10% and over."

PERCENT AFRICAN-AMERICAN, HISPANIC, AND OTHER MINORITY STUDENTS

In these categories, districts are grouped according to the ethnic composition of their student populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include American Indian or Alaska Native; Asian or Pacific Islander; African-American, not of Hispanic origin; and Hispanic. Each of these categories has six categories with the particular population ranging from less than five percent to 50 percent and over.

PERCENT LOW INCOME STUDENTS

Percent low income is the percentage of enrolled students classified as economically disadvantaged on PEIMS. These students meet any of the following conditions:

a) Eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.
b) From a family with an annual income at or below the federal poverty line.
c) Eligible for AFDC or other public assistance.
d) Received a Pell Grant or comparable state program of need-based financial assistance.
e) Eligible for programs assisted under Title II of the Job Training Partnership Act.

AVERAGE TEACHER EXPERIENCE

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average years of teacher experience is calculated as the ratio of total years of professional experience for all teachers in the district divided by the total teacher FTE count.

AVERAGE TEACHER SALARY

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount does not include career ladder or any other supplement.

PERCENT OF TEACHERS WITH ADVANCED DEGREES.

In this category, districts are grouped into four categories with approximately equal numbers of districts in each. The percent of teachers with an advanced degree is calculated as the FTE count of teachers with a master's or doctorate degree divided by the total teacher FTE count.

PERCENT MINORITY TEACHERS

In this category, districts are grouped according to the minority composition of their teaching populations. Minority percent is calculated as the sum of all non-white teacher FTEs expressed as a percent of total teacher FTEs (PEIMS roles 025 or 029). The category has five groupings with the minority population ranging from less than five percent to 50 percent and over.

TEXAS EDUCATION AGENCY

•••••••••• 1991-92 EVENT RETENTION-IN-GRADE RATE ••••••••••

NBR DIST	CATEGORY	GRADE KG	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
ENROLLMENT GROUPINGS								
8	OVER 50,000	3.69	9.23	3.53	2.22	1.71	1.45	3.35
13	25,000 TO 49,999	0.63	6.63	1.98	0.92	0.76	0.65	1.74
47	10,000 TO 24,999	0.59	8.46	2.73	1.51	1.36	1.19	2.25
59	5,000 TO 9,999	0.79	6.03	1.94	0.95	0.75	0.79	1.48
80	3,000 TO 4,999	0.60	6.99	1.99	1.18	0.98	1.08	1.80
130	1,600 TO 2,999	0.99	6.79	2.24	1.04	1.09	1.17	3.09
118	1,000 TO 1,599	1.16	7.97	2.16	1.36	1.11	1.60	2.20
208	500 TO 999	1.03	6.15	1.88	1.25	1.28	1.15	1.95
380	UNDER 500	0.98	5.51	1.95	1.04	1.14	1.33	1.43
DISTRICT TYPE								
8	MAJOR URBAN	3.90	9.29	3.53	2.23	1.75	1.50	3.58
63	MAJOR SUBURBAN	0.52	6.77	1.78	0.89	0.69	0.61	1.75
24	OTHER CENTRAL CITY	0.74	8.77	3.09	1.71	1.66	1.41	2.14
76	OTHER CC SUBURBAN	0.77	7.03	2.41	1.27	1.15	1.32	2.34
71	INDEPENDENT TOWN	0.74	6.79	2.33	1.22	0.83	0.87	1.53
47	NON-METRO FAST GROWING	0.92	6.40	2.06	1.30	1.24	1.26	1.41
260	NON-METRO STABLE	1.02	7.26	2.24	1.19	1.13	1.29	2.47
499	RURAL	1.00	5.57	1.92	1.17	1.29	1.28	1.71
WEALTH (MEDIAN=$140,578)								
104	UNDER $76,272	0.43	9.20	3.87	1.63	1.81	1.57	2.71
104	$76,272 TO $90,118	0.47	6.45	2.45	1.42	1.34	1.55	2.24
105	$90,119 TO $106,053	0.65	8.79	2.92	1.92	1.96	1.68	3.27
104	$106,054 TO $124,839	0.77	6.19	1.89	0.97	0.90	0.85	1.48
105	$124,840 TO $140,577	0.78	7.34	2.05	1.17	0.86	0.63	1.95
104	$140,578 TO $165,104	0.58	5.66	2.00	1.10	0.84	0.99	2.23
105	$165,105 TO $202,678	0.52	7.25	2.26	1.42	1.23	0.99	1.72
104	$202,679 TO $259,734	4.63	9.61	2.82	1.64	1.22	1.27	3.46
105	$259,735 TO $438,516	1.08	6.46	2.26	1.18	0.92	0.89	1.13
102	OVER $438,516	0.97	6.18	1.95	1.05	0.61	1.07	2.43
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
WEALTH (ST AVG=$181,540)								
679	UNDER $181,540	0.62	7.39	2.55	1.39	1.21	1.12	2.27
363	OVER $181,540	2.46	7.81	2.41	1.48	1.12	1.08	2.26
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
WEALTH BY EQUAL PUPILS PER GROUP								
24	UNDER $44,827	0.29	8.79	3.98	1.81	1.86	1.85	2.10
36	$44,827 TO < $63,744	0.48	9.96	4.15	1.85	1.78	1.32	3.37
80	$63,744 TO < $81,747	0.49	7.00	2.72	1.70	1.43	1.53	2.15
132	$81,747 TO < $99,824	0.72	7.52	1.88	0.89	1.20	1.42	2.10
50	$99,824 TO < $108,067	0.71	9.14	3.43	2.39	2.45	1.74	4.00
67	$108,067 TO < $120,027	0.65	5.59	1.86	0.93	0.78	0.71	1.09
65	$120,027 TO < $130,961	0.93	5.77	2.05	1.34	0.95	1.10	1.80
40	$130,961 TO < $136,490	0.89	6.01	1.71	1.09	0.72	0.59	2.65
26	$136,490 TO < $140,227	0.60	10.13	2.35	1.12	0.96	0.42	1.61
60	$140,227 TO < $155,509	0.75	5.79	1.64	0.83	0.55	1.05	1.77
40	$155,509 TO < $163,412	0.49	5.19	1.86	1.11	0.92	1.06	2.43
45	$163,412 TO < $176,418	0.51	6.07	2.23	1.06	0.91	0.76	1.86
38	$176,418 TO < $190,732	0.65	13.16	4.10	2.90	2.45	1.79	3.05
57	$190,732 TO < $215,663	0.57	4.74	0.94	0.47	0.35	0.32	0.82
50	$215,663 TO < $240,258	0.81	8.74	2.40	0.89	0.64	1.18	1.77
1	$240,258 TO < $240,954	0.28	13.81	4.63	3.06	2.35	1.89	6.49
41	$240,954 TO < $277,696	13.88	4.87	0.95	0.62	0.54	0.72	2.32
14	$277,696 TO < $300,182	0.82	8.02	3.64	1.66	1.24	1.02	0.48
38	$300,182 TO < $344,184	1.14	5.51	1.53	0.99	0.85	0.98	1.23
138	$344,184 AND OVER	1.42	5.29	1.37	0.90	0.57	0.75	1.54
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
TOTAL TAX EFFORT (ST AVG=$1.1629)								
260	UNDER 1.0519	0.54	10.44	3.50	2.06	1.62	1.50	3.84
261	1.0519 TO UNDER 1.1541	0.64	6.01	2.32	1.22	1.02	1.08	1.85
261	1.1541 TO UNDER 1.2517	0.83	8.14	2.79	1.63	1.38	1.16	2.22
260	1.2517 AND OVER	2.50	6.60	1.89	0.99	0.89	0.90	1.84
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
M&O EFF. TAX EFFORT (ST AVG=$1.0063)								
260	UNDER $0.88	0.45	8.84	3.25	1.83	1.53	1.40	2.82
261	$0.88 TO 0.9896	0.82	6.39	2.03	1.03	0.86	0.86	2.01
261	$0.99 TO 1.1205	0.68	7.85	2.56	1.37	1.13	1.05	2.11
260	OVER 1.1205	3.84	6.56	1.93	1.25	1.13	1.08	2.06
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
HIGHEST PROPERTY VALUE CATEGORY								
352	RESIDENTIAL	1.73	6.94	2.25	1.20	1.04	1.00	1.99
308	LAND	1.00	5.89	2.18	1.15	1.33	1.15	1.87
198	OIL AND GAS	0.95	7.24	2.38	1.24	0.93	1.31	1.75
184	BUSINESS	0.67	9.06	3.07	1.87	1.49	1.30	3.04
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
1,048	STATE TOTAL	1.34	7.55	2.49	1.39	1.18	1.10	2.27

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TEXAS EDUCATION AGENCY

•••••••••• 1991-92 EVENT RETENTION-IN-GRADE RATE ••••••••••

GRADE SEVEN	GRADE EIGHT	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE	NBR DIST	CATEGORY
							ENROLLMENT GROUPINGS
4.98	3.65	22.44	11.00	7.09	5.06	8	OVER 50,000
3.04	2.30	9.85	5.46	3.84	2.58	18	25,000 TO 49,999
2.90	2.54	12.09	8.55	5.64	4.13	47	10,000 TO 24,999
2.45	1.79	11.25	5.78	4.25	2.82	59	5,000 TO 9,999
2.48	1.70	9.09	4.79	3.22	2.08	80	3,000 TO 4,999
2.91	1.78	8.49	4.07	3.02	1.81	130	1,600 TO 2,999
2.29	1.55	6.64	2.88	1.74	2.02	118	1,000 TO 1,599
2.07	1.07	4.45	1.67	1.16	0.52	208	500 TO 999
1.96	0.92	3.89	1.27	0.56	0.49	380	UNDER 500
							DISTRICT TYPE
5.18	3.61	22.39	11.57	7.33	4.88	8	MAJOR URBAN
2.56	2.12	10.70	5.95	4.37	2.94	63	MAJOR SUBURBAN
3.62	2.86	10.66	7.02	4.54	4.05	24	OTHER CENTRAL CITY
2.48	1.61	14.68	6.70	4.77	3.31	76	OTHER CC SUBURBAN
2.43	1.85	7.86	6.18	3.91	2.51	71	INDEPENDENT TOWN
2.87	2.12	7.06	3.53	2.48	3.79	47	NON-METRO FAST GROWING
2.52	1.61	7.87	3.82	2.56	1.52	260	NON-METRO STABLE
2.01	0.91	3.94	1.38	0.83	0.50	499	RURAL
							WEALTH (MEDIAN=$140,578)
4.20	3.09	15.53	7.49	4.48	4.90	104	UNDER $76,272
1.84	1.89	13.19	6.87	3.44	2.71	104	$76,272 TO $90,118
4.14	3.37	10.94	5.41	4.00	2.42	105	$90,119 TO $106,053
2.01	1.48	8.46	5.42	2.54	1.82	104	$106,054 TO $124,839
2.87	2.26	10.62	6.45	4.97	2.75	105	$124,840 TO $140,577
2.73	1.76	10.54	5.80	3.95	2.93	104	$140,578 TO $165,104
2.69	2.11	10.57	6.44	5.20	3.56	105	$165,105 TO $202,678
4.24	2.88	16.24	8.30	5.10	3.54	104	$202,679 TO $259,734
2.80	1.75	14.56	7.00	4.62	2.20	105	$259,735 TO $438,516
2.42	1.11	6.23	3.12	2.71	2.26	102	OVER $438,516
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							WEALTH (ST AVG=$181,540)
3.09	2.32	11.85	6.59	4.41	3.30	679	UNDER $181,540
3.25	2.23	13.58	6.69	4.45	2.62	363	OVER $181,540
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							WEALTH BY EQUAL PUPILS PER GROUP
4.06	3.18	18.38	7.27	4.24	5.19	24	UNDER $44,827
4.42	3.39	14.72	8.62	5.26	5.51	36	$44,827 TO < $63,744
2.36	1.92	13.96	7.65	3.77	2.93	80	$63,744 TO < $81,747
2.00	1.69	7.89	3.40	2.37	1.48	132	$81,747 TO < $99,824
5.18	4.19	12.25	6.26	4.68	3.05	50	$99,824 TO < $108,067
2.02	1.51	8.64	5.78	2.68	1.90	67	$108,067 TO < $120,027
2.44	1.82	9.24	6.38	3.95	1.79	65	$120,027 TO < $130,961
2.72	1.84	10.79	6.13	4.34	2.26	40	$130,961 TO < $136,498
3.27	2.92	11.23	6.44	5.98	3.97	26	$136,498 TO < $140,227
2.67	1.34	11.44	6.58	4.93	2.53	60	$140,227 TO < $155,509
2.57	1.88	9.87	5.74	3.56	3.60	40	$155,509 TO < $163,412
3.50	2.30	9.00	4.93	3.97	1.91	45	$163,412 TO < $176,418
3.49	3.35	16.97	11.03	8.82	7.23	38	$176,418 TO < $190,732
1.35	0.90	4.84	2.78	1.65	1.05	57	$190,732 TO < $215,663
2.20	1.79	7.00	5.45	3.19	1.90	50	$215,663 TO < $240,258
7.56	4.73	27.44	12.90	7.65	4.49	1	$240,258 TO < $240,954
2.71	1.76	14.14	7.31	6.16	4.51	41	$240,954 TO < $277,696
4.56	2.76	24.85	10.74	6.99	2.56	14	$277,696 TO < $300,182
1.20	0.79	6.45	3.27	1.78	1.11	38	$300,182 TO < $344,184
2.18	1.44	6.52	5.41	3.51	2.77	138	$344,184 AND OVER
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							TOTAL TAX EFFORT (ST AVG=$1.1629)
4.76	3.10	14.76	7.90	4.66	3.67	260	UNDER 1.0519
2.56	1.80	10.06	5.34	3.11	2.49	261	1.0519 TO UNDER 1.1541
3.40	2.54	15.45	8.91	6.23	3.87	261	1.1541 TO UNDER 1.2917
2.55	1.99	10.25	4.90	3.57	2.45	260	1.2917 AND OVER
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							M&O EFF. TAX EFFORT (ST AVG=$1.0063)
3.69	2.54	15.25	7.27	4.56	3.60	260	UNDER $0.88
2.83	2.15	9.88	5.29	3.87	2.44	261	$0.88 TO 0.9896
3.26	2.36	13.34	8.06	5.26	3.49	261	$0.99 TO 1.1205
2.64	2.01	10.02	4.94	3.53	2.37	260	OVER 1.1205
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							HIGHEST PROPERTY VALUE CATEGORY
2.58	2.06	11.39	6.67	4.43	3.37	352	RESIDENTIAL
2.65	1.22	5.19	2.47	1.15	1.03	308	LAND
3.05	1.79	7.44	2.99	2.11	0.99	198	OIL AND GAS
4.51	3.06	16.72	7.95	5.45	3.08	184	BUSINESS
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
3.15	2.29	12.46	6.62	4.42	3.08	1,048	STATE TOTAL

TEXAS EDUCATION AGENCY

********** 1991-92 EVENT RETENTION-IN-GRADE RATE **********

NBR DIST	CATEGORY			GRADE KG	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
AEI GROUPS: PUPILS	WEALTH	% LOW INC								
163	<1K	< AVG.	<40%	0.90	5.53	1.76	1.19	1.18	1.06	1.80
188	<1K	< AVG.	>=40	1.06	5.71	2.20	1.02	1.64	1.36	1.86
121	<1K	> AVG.	<40%	1.22	6.01	2.08	1.61	0.93	1.23	1.42
113	<1K	> AVG.	>=40	0.95	6.93	1.32	0.91	0.73	1.36	1.70
80	1K TO < 3K	< AVG.	<40%	1.19	6.63	2.00	1.05	0.73	1.16	2.64
101	1K TO < 3K	< AVG.	>=40	0.80	7.77	2.73	1.41	1.56	1.66	3.28
35	1K TO < 3K	> AVG.	<40%	1.60	6.71	1.40	0.69	0.97	1.16	1.31
29	1K TO < 3K	> AVG.	>=40	0.89	7.62	2.19	1.17	0.74	0.90	3.20
59	3K TO < 10K	< AVG.	<40%	0.71	6.49	1.77	0.86	0.75	0.88	1.58
43	3K TO < 10K	< AVG.	>=40	0.44	6.73	2.58	1.39	1.02	0.99	1.78
32	3K TO < 10K	> AVG.	<40%	1.09	5.97	1.59	0.88	0.66	0.80	1.51
5	3K TO < 10K	> AVG.	>=40	0.43	7.07	1.32	1.55	2.03	1.67	1.55
17	>10K	< AVG.	<40%	0.45	5.46	1.77	1.05	0.80	0.72	1.93
30	>10K	< AVG.	>=40	0.47	9.41	3.41	1.88	1.62	1.32	2.66
19	>10K	> AVG.	<40%	0.73	6.72	1.72	1.00	0.89	0.75	1.91
7	>10K	> AVG.	>=40	4.85	2.97	3.68	2.11	1.60	1.49	3.56
6	SPECIAL DISTRICTS			0.65	7.44	0.44	0.00	0.00	0.00	4.04
SMALL/SPARSE ADJSTMNT (ST AVG=30.8%)										
298	NO SMALL/SPARSE ADJUSTMENT			1.38	7.69	2.57	1.42	1.18	1.07	2.29
188	UNDER 22.3%			1.05	7.25	1.94	1.22	0.98	1.31	2.44
188	22.3% TO UNDER 31.4%			1.04	6.11	1.83	1.12	1.44	1.33	2.12
185	31.4% TO UNDER 36.8%			1.01	6.66	2.01	1.29	1.03	1.14	1.48
189	36.8% AND OVER			1.31	4.70	2.25	1.34	1.15	1.43	1.48
CEI LEVEL (MEDIAN=1.07)										
160	UNDER 1.05			1.68	6.63	1.94	1.27	1.24	1.53	1.73
267	1.05 TO UNDER 1.07			0.90	6.16	1.96	1.21	1.03	0.90	1.91
246	1.07 TO UNDER 1.09			0.98	7.21	1.87	1.09	0.95	1.14	1.69
152	1.09 TO 1.11			5.73	7.05	2.34	1.30	1.25	1.08	2.18
223	1.11 AND OVER			0.56	7.84	2.66	1.46	1.20	1.11	2.41
OPERATING COST/PUPIL (ST AVG=$3,971)										
210	UNDER $3,714			0.59	7.55	2.17	1.23	1.05	1.04	1.94
210	$3,714 TO $4,075			0.65	7.70	2.66	1.44	1.19	0.98	2.65
210	$4,076 TO $4,517			3.61	7.08	2.61	1.36	1.08	0.97	1.79
210	$4,518 TO $5,327			0.63	8.39	2.79	1.97	1.99	2.25	3.42
208	OVER $5,327			1.09	6.48	2.20	1.23	0.80	1.22	1.92
ESC REGION										
38	I EDINBURG			0.38	8.22	4.21	1.68	1.63	1.21	2.23
43	II CORPUS CHRISTI			0.62	6.29	1.92	1.07	0.93	0.96	3.69
41	III VICTORIA			1.02	6.03	2.21	0.86	0.97	0.88	2.11
55	IV HOUSTON			0.60	9.65	2.92	1.57	1.17	1.12	3.16
29	V BEAUMONT			0.87	9.09	2.78	1.39	1.38	1.38	2.71
57	VI HUNTSVILLE			0.65	7.23	2.69	1.97	1.21	1.01	2.59
98	VII KILGORE			1.06	9.11	3.25	2.91	2.60	1.98	2.94
48	VIII MT PLEASANT			0.57	5.58	2.10	1.24	1.09	1.18	2.22
40	IX WICHITA FALLS			2.11	4.34	1.41	0.97	1.32	0.79	0.98
79	X RICHARDSON			0.84	5.74	2.39	1.03	0.84	0.78	1.16
77	XI FORT WORTH			0.77	9.28	2.33	1.18	0.64	0.74	1.52
78	XII WACO			0.56	7.87	2.82	1.45	1.22	1.17	1.99
56	XIII AUSTIN			10.90	3.72	0.86	0.44	0.48	0.46	1.18
43	XIV ABILENE			2.57	9.88	1.82	0.85	0.99	0.97	1.85
43	XV SAN ANGELO			0.31	6.98	1.75	0.88	0.38	0.99	1.80
66	XVI AMARILLO			1.06	6.02	1.87	1.38	1.09	1.19	1.94
61	XVII LUBBOCK			1.55	7.64	2.28	1.10	1.08	0.95	1.18
33	XVIII MIDLAND			0.32	5.79	2.26	1.48	1.23	2.01	2.60
13	XIX EL PASO			0.10	5.96	2.55	1.76	1.61	1.65	1.99
50	XX SAN ANTONIO			0.49	7.87	2.81	1.94	1.86	1.50	3.65
TAAS: PCT PASSING ALL TESTS TAKEN										
220	UNDER 37%			0.63	9.52	3.85	2.21	1.84	1.65	3.12
201	37% TO UNDER 44%			0.72	8.04	2.39	1.27	1.11	0.99	2.33
231	44% TO UNDER 50%			3.89	6.55	2.19	1.22	1.16	1.22	2.53
202	50% TO UNDER 57%			0.72	7.16	1.79	0.91	0.76	0.73	1.68
194	57% AND OVER			1.04	4.92	1.05	0.64	0.64	0.62	0.89
AVERAGE SAT SCORE										
220	UNDER 810			0.62	8.68	3.66	1.90	1.81	1.60	2.91
209	810 TO UNDER 860			0.66	9.84	3.10	1.89	1.60	1.36	3.00
215	860 TO UNDER 910			0.69	6.59	1.99	1.06	0.76	0.69	1.99
227	910 AND OVER			3.68	5.63	1.56	0.96	0.87	0.81	1.56
177	NO STUDENTS TESTED			1.13	9.31	1.80	0.95	1.49	1.64	2.68
AVERAGE ACT SCORE										
296	UNDER 18.25			0.59	8.96	3.79	1.98	1.89	1.65	2.65
208	18.25 TO UNDER 19.5			0.58	10.41	3.31	1.95	1.67	1.33	3.99
212	19.5 TO UNDER 20.5			0.62	6.71	2.08	1.19	0.92	1.01	1.87
271	20.5 AND OVER			2.55	6.17	1.74	1.02	0.84	0.78	1.68
101	NO STUDENTS TESTED			1.48	6.50	2.35	0.94	1.49	1.62	2.98
1,048	STATE TOTAL			1.34	7.95	2.49	1.39	1.18	1.18	2.27

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TEXAS EDUCATION AGENCY

•••••••••• 1991-92 EVENT RETENTION-IN-GRADE RATE ••••••••••

GRADE SEVEN	GRADE EIGHT	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE	NBR DIST	CATEGORY		
							AEI GROUPS: PUPILS	HEALTH	% LOW INC
2.15	0.93	4.87	1.73	1.14	0.32	163	<1K	< AVG.	<40%
2.12	1.34	4.25	1.70	0.90	0.63	188	<1K	< AVG.	>=40
1.51	0.43	3.31	0.70	0.95	0.49	121	<1K	> AVG.	<40%
2.05	1.04	3.46	1.42	0.27	0.69	113	<1K	> AVG.	>=40
2.59	1.68	6.69	3.09	2.15	1.58	80	1K TO < 3K	< AVG.	<40%
2.84	1.86	9.73	4.79	2.62	2.16	101	1K TO < 3K	< AVG.	>=40
2.18	1.14	5.37	2.68	4.13	1.03	35	1K TO < 3K	> AVG.	<40%
3.11	1.77	7.71	2.92	1.61	0.63	29	1K TO < 3K	> AVG.	>=40
2.21	1.64	9.91	4.65	3.62	2.18	59	3K TO < 10K	< AVG.	<40%
2.86	1.79	12.96	6.83	4.37	3.00	43	3K TO < 10K	< AVG.	>=40
2.33	1.67	6.96	4.53	3.16	2.36	32	3K TO < 10K	> AVG.	<40%
2.96	3.28	11.55	5.68	5.09	2.50	5	3K TO < 10K	> AVG.	>=40
2.43	1.84	10.81	6.33	4.89	2.97	17	>10K	< AVG.	<40%
4.20	3.46	15.36	9.51	6.11	5.39	30	>10K	< AVG.	>=40
1.80	1.65	7.06	5.06	3.38	2.29	19	>10K	> AVG.	<40%
5.64	3.58	25.44	12.10	7.71	4.27	7	>10K	> AVG.	>=40
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS		
							SMALL/SPARSE ADJSTMNT (ST AVG=30.0%)		
3.27	2.44	13.47	7.32	4.92	3.42	298	NO SMALL/SPARSE ADJUSTMENT		
2.74	1.74	6.77	3.10	1.84	1.32	188	UNDER 22.3%		
1.95	0.96	4.67	1.71	1.16	1.49	188	22.3% TO UNDER 31.4%		
2.52	1.31	3.86	1.17	0.65	0.39	185	31.4% TO UNDER 36.8%		
1.51	0.54	2.66	1.12	0.81	0.59	189	36.8% AND OVER		
							CEI LEVEL (MEDIAN=1.07)		
2.01	1.18	4.62	1.74	0.97	0.64	160	UNDER 1.05		
2.06	1.23	5.23	2.34	1.68	1.35	267	1.05 TO UNDER 1.07		
2.41	1.62	6.87	3.89	2.33	1.40	246	1.07 TO UNDER 1.09		
2.55	2.12	10.50	4.57	3.90	2.68	152	1.09 TO 1.11		
3.49	2.55	14.31	7.93	5.21	3.68	223	1.11 AND OVER		
							OPERATING COST/PUPIL (ST AVG=$3,971)		
2.75	2.11	10.14	5.85	4.05	2.76	210	UNDER $3,714		
3.22	2.25	13.53	7.16	4.44	3.00	210	$3,714 TO $4,075		
3.13	2.19	15.09	7.97	5.70	3.94	210	$4,076 TO $4,517		
4.78	3.72	11.14	4.93	3.04	2.55	210	$4,518 TO $5,327		
2.15	1.34	3.94	1.50	0.95	2.11	208	OVER $5,327		
							ESC REGION		
3.62	2.97	17.71	8.41	5.35	5.67	38	I EDINBURG		
3.62	2.83	10.93	8.55	5.01	2.99	43	II CORPUS CHRISTI		
3.81	2.93	8.21	3.17	2.28	1.67	41	III VICTORIA		
3.71	2.46	15.85	7.83	5.32	3.04	55	IV HOUSTON		
2.75	1.68	11.35	7.60	5.42	2.86	29	V BEAUMONT		
3.24	2.09	6.73	5.30	2.61	3.67	57	VI HUNTSVILLE		
3.18	2.69	8.57	3.83	3.12	2.08	98	VII KILGORE		
1.22	0.85	6.38	2.01	1.34	1.04	48	VIII MT PLEASANT		
1.33	0.59	3.08	0.83	4.98	1.33	40	IX WICHITA FALLS		
3.20	2.05	14.73	6.61	4.11	2.22	79	X RICHARDSON		
2.34	2.02	10.07	7.90	5.81	4.77	77	XI FORT WORTH		
2.16	1.17	6.38	3.95	2.71	2.49	78	XII WACO		
2.28	1.64	13.70	5.74	4.33	3.33	56	XIII AUSTIN		
2.57	1.20	4.05	3.57	2.72	0.66	43	XIV ABILENE		
2.09	2.44	6.99	9.10	5.02	3.47	43	XV SAN ANGELO		
1.71	1.20	4.68	2.79	2.42	0.92	66	XVI AMARILLO		
1.82	1.67	2.92	3.33	2.84	1.97	61	XVII LUBBOCK		
4.94	2.72	6.61	6.75	4.03	1.97	33	XVIII MIDLAND		
1.52	1.38	13.99	9.00	4.51	2.82	13	XIX EL PASO		
4.88	4.10	13.92	6.45	4.29	3.68	50	XX SAN ANTONIO		
							TAAS: PCT PASSING ALL TESTS TAKEN		
4.64	3.25	19.47	9.89	6.12	4.36	220	UNDER 37%		
3.55	2.58	12.05	6.77	4.55	3.17	201	37% TO UNDER 44%		
2.96	2.33	9.88	5.91	4.39	3.37	231	44% TO UNDER 50%		
1.95	1.42	7.66	4.31	3.24	1.63	202	50% TO UNDER 57%		
1.37	1.05	5.92	3.85	2.72	2.07	194	57% AND OVER		
							AVERAGE SAT SCORE		
4.59	3.24	17.17	8.00	4.88	3.73	220	UNDER 810		
3.73	2.51	15.63	8.63	5.60	3.91	209	810 TO UNDER 860		
2.67	2.09	10.00	5.60	4.02	2.92	215	860 TO UNDER 910		
1.97	1.56	7.72	4.82	3.52	2.14	227	910 AND OVER		
2.43	1.83	6.49	1.68	1.14	0.73	177	NO STUDENTS TESTED		
							AVERAGE ACT SCORE		
4.34	3.29	17.49	8.48	5.29	3.81	256	UNDER 18.25		
4.51	2.96	16.56	7.97	5.03	3.15	208	18.25 TO UNDER 19.5		
2.28	1.70	10.84	7.30	5.00	3.65	212	19.5 TO UNDER 20.5		
2.47	1.85	8.60	4.61	3.37	2.35	271	20.5 AND OVER		
3.09	2.13	9.33	2.87	1.55	0.45	101	NO STUDENTS TESTED		
3.15	2.29	12.46	6.62	4.42	3.08	1,048	STATE TOTAL		

TEXAS EDUCATION AGENCY

********** 1991-92 EVENT RETENTION-IN-GRADE RATE **********

NBR DIST	CATEGORY	GRADE KG	GRADE ONE	GRADE TWO	GRADE THREE	GRADE FOUR	GRADE FIVE	GRADE SIX
DENSITY (ST AVG=12.77 PUPILS/SQ MI)								
544	LESS THAN 5	1.07	6.76	2.21	1.26	1.30	1.49	2.06
280	5 TO UNDER 20	0.87	6.98	2.16	1.25	0.94	1.14	2.00
119	20 TO UNDER 100	0.63	7.10	2.36	1.39	1.40	1.18	2.20
99	100 AND OVER	1.70	7.93	2.65	1.45	1.15	1.02	2.38
6	SPECIAL DISTRICTS	0.65	7.44	0.44	0.00	0.00	0.00	4.04
PUPIL CHG:90/91-91/92 (ST AVG=2.43%)								
315	DECLINING PUPILS	0.74	7.54	2.51	1.58	1.68	1.61	3.15
337	0% TO UNDER 3%	0.62	8.32	3.01	1.65	1.32	1.24	2.42
222	3% TO UNDER 6%	3.06	6.91	1.82	1.00	0.72	0.64	1.86
104	6% TO UNDER 10%	0.68	5.84	1.94	0.99	0.95	0.96	1.35
70	10% AND OVER	1.47	5.83	1.55	1.23	1.44	1.51	1.79
PCT AFRICAN AM PUPILS (ST AVG=14.3%)								
627	UNDER 5%	0.69	7.31	2.39	1.22	1.11	1.05	1.91
137	5% TO UNDER 10%	0.83	4.97	1.53	0.96	0.77	0.76	1.66
137	10% TO UNDER 20%	4.17	6.52	2.08	1.08	1.00	0.90	2.27
74	20% TO UNDER 30%	0.56	6.18	1.85	1.21	0.82	1.16	2.38
62	30% TO UNDER 50%	0.48	12.62	4.36	2.55	2.06	1.76	3.60
11	50% AND OVER	0.82	9.07	3.33	1.99	1.55	1.69	3.35
PCT HISPANIC PUPILS (ST AVG=34.4%)								
273	UNDER 5%	1.07	6.37	1.83	0.92	0.85	1.03	1.83
175	5% TO UNDER 10%	0.92	6.36	1.40	0.83	0.72	0.75	1.37
181	10% TO UNDER 20%	0.58	6.55	2.20	1.25	1.12	0.94	1.66
103	20% TO UNDER 30%	0.78	8.48	2.46	1.38	0.92	1.18	2.70
137	30% TO UNDER 50%	3.01	8.88	2.96	1.68	1.27	1.05	2.70
179	50% AND OVER	0.42	7.64	3.31	1.88	1.75	1.56	2.89
PCT MINORITY PUPILS (ST AVG=51.0%)								
92	UNDER 5%	1.04	5.23	1.74	0.70	0.67	0.64	1.83
127	5% TO UNDER 10%	1.36	6.67	1.58	0.94	0.75	0.85	1.48
199	10% TO UNDER 20%	0.91	6.60	1.35	0.77	0.72	0.68	1.17
146	20% TO UNDER 30%	0.57	5.26	1.48	0.75	0.51	0.57	1.01
231	30% TO UNDER 50%	0.84	6.83	2.17	1.30	1.20	1.20	2.36
253	50% AND OVER	1.86	8.84	3.27	1.81	1.50	1.34	2.90
PERCENT LOW INCOME (ST AVG=41.80%)								
117	UNDER 20%	0.89	5.24	0.87	0.57	0.43	0.45	0.97
179	20% TO UNDER 30%	0.65	6.84	1.97	0.95	0.73	0.71	1.52
234	30% TO UNDER 40%	0.79	6.55	2.45	1.48	1.32	1.38	2.72
354	40% TO UNDER 60%	2.65	9.09	2.77	1.63	1.30	1.23	2.91
121	60% TO UNDER 80%	0.55	7.72	3.79	1.76	1.56	1.19	2.02
43	80% AND OVER	0.35	9.30	4.25	2.41	2.42	2.14	3.26
AVG. TEACHER EXPER (ST AVG=11.3 YRS)								
255	UNDER 9.7 YEARS	0.52	7.38	2.40	1.19	1.06	1.08	1.93
277	9.7 TO UNDER 11.2 YEARS	0.68	6.70	2.15	1.17	1.03	1.00	1.98
247	11.2 TO UNDER 12.4 YEARS	2.58	7.44	2.40	1.36	1.03	0.92	2.56
269	12.4 YEARS AND OVER	0.73	8.93	3.16	1.89	1.71	1.59	2.35
AVG. TEACHER SALARY (ST AVG=$27,556)								
261	UNDER $24,516	1.12	6.49	1.91	1.05	1.16	1.38	1.99
263	$24,516 TO UNDER $25,617	0.83	6.58	2.20	1.19	1.02	1.11	2.04
262	$25,617 TO UNDER $26,913	0.86	7.10	2.50	1.40	1.37	1.32	2.15
262	$26,913 AND OVER	1.59	7.89	2.56	1.44	1.14	1.02	2.35
PCT MINORITY TCHRS (ST AVG=22.6%)								
595	UNDER 5%	1.04	6.05	1.46	0.87	0.77	0.73	1.27
181	5% TO UNDER 10%	0.68	6.00	1.86	0.85	0.68	0.84	1.70
131	10% TO UNDER 20%	0.67	7.17	2.05	1.11	0.83	0.88	2.28
36	20% TO UNDER 30%	7.41	8.45	2.64	1.64	1.63	1.27	2.87
45	30% TO UNDER 50%	0.59	8.48	3.49	1.89	1.41	1.42	2.44
60	50% AND OVER	0.33	10.38	4.19	2.44	2.17	1.81	3.87
% TCHRS W ADV DEGREE (ST AVG=30.3%)								
260	UNDER 18.0%	0.84	7.10	2.94	1.35	1.53	1.50	1.94
263	18.0% TO UNDER 24.9%	0.51	7.09	2.60	1.49	1.27	1.23	1.95
263	24.9% TO UNDER 32.9%	0.78	6.83	2.00	1.05	0.78	0.83	2.07
262	32.9% AND OVER	2.22	7.93	2.68	1.59	1.32	1.14	2.64
1,048	STATE TOTAL	1.34	7.55	2.49	1.39	1.18	1.10	2.27

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TEXAS EDUCATION AGENCY

•••••••••• 1991-92 EVENT RETENTION-IN-GRADE RATE ••••••••••

GRADE SEVEN	GRADE EIGHT	GRADE NINE	GRADE TEN	GRADE ELEVEN	GRADE TWELVE	NBR DIST	CATEGORY
							DENSITY (ST AVG=12.77 PUPILS/SQ MI)
2.29	1.13	5.53	2.37	1.81	1.09	544	LESS THAN 5
2.35	1.58	8.75	5.42	3.00	1.90	280	5 TO UNDER 20
3.30	2.56	10.20	5.83	4.11	2.84	119	20 TO UNDER 100
3.44	2.57	15.00	7.85	5.32	3.76	99	100 AND OVER
3.88	4.10	3.07	1.14	1.37	19.81	6	SPECIAL DISTRICTS
							PUPIL CHG:90/91-91/92 (ST AVG=2.43%)
4.07	3.26	10.35	5.20	3.96	2.56	315	DECLINING PUPILS
3.65	2.47	14.46	7.83	5.04	3.35	337	0% TO UNDER 3%
2.31	1.79	10.98	5.88	3.82	2.89	222	3% TO UNDER 6%
1.60	1.35	10.33	5.48	4.12	3.04	104	6% TO UNDER 10%
3.06	1.77	6.76	2.93	1.88	4.31	70	10% AND OVER
							PCT AFRICAN AM PUPILS (ST AVG=14.3%)
2.65	2.05	11.41	5.78	3.57	2.84	627	UNDER 5%
2.32	1.77	8.20	5.34	3.46	2.27	137	5% TO UNDER 10%
3.29	2.41	9.77	5.17	4.25	2.67	137	10% TO UNDER 20%
2.58	1.72	10.93	6.74	4.45	2.87	74	20% TO UNDER 30%
5.15	3.44	22.65	11.77	7.72	5.39	62	30% TO UNDER 50%
4.63	3.49	13.39	9.28	7.26	4.09	11	50% AND OVER
							PCT HISPANIC PUPILS (ST AVG=34.4%)
2.18	1.33	6.52	3.33	2.17	1.34	273	UNDER 5%
2.39	1.81	7.65	4.49	3.46	2.17	175	5% TO UNDER 10%
1.99	1.67	7.99	4.67	3.51	2.46	181	10% TO UNDER 20%
2.59	1.61	12.83	8.37	6.21	4.14	103	20% TO UNDER 30%
4.66	3.15	18.05	8.65	5.63	3.60	137	30% TO UNDER 50%
3.72	3.03	15.00	8.24	4.76	4.10	179	50% AND OVER
							PCT MINORITY PUPILS (ST AVG=51.0%)
2.55	1.28	5.93	2.48	1.54	0.83	92	UNDER 5%
1.81	1.28	5.70	2.55	2.04	1.10	127	5% TO UNDER 10%
1.73	1.30	6.29	3.42	2.81	1.72	199	10% TO UNDER 20%
1.67	1.30	6.92	3.82	2.79	1.66	146	20% TO UNDER 30%
2.91	2.06	8.51	5.70	4.00	2.52	231	30% TO UNDER 50%
4.13	3.03	17.50	9.18	5.90	4.47	253	50% AND OVER
							PERCENT LOW INCOME (ST AVG=41.80%)
1.52	1.19	6.54	4.09	3.42	1.84	117	UNDER 20%
2.13	1.64	8.77	4.67	3.23	1.94	179	20% TO UNDER 30%
2.91	2.03	9.47	5.39	3.98	2.77	234	30% TO UNDER 40%
3.73	2.68	14.65	8.20	5.20	3.95	354	40% TO UNDER 60%
4.06	3.13	20.31	10.27	6.41	3.51	121	60% TO UNDER 80%
5.65	4.20	16.28	7.38	4.52	5.29	43	80% AND OVER
							AVG. TEACHER EXPER (ST AVG=11.3 YRS)
2.74	1.94	13.36	6.39	4.42	3.52	255	UNDER 9.7 YEARS
2.72	2.07	11.57	6.51	4.15	2.80	277	9.7 TO UNDER 11.2 YEARS
3.13	2.24	12.57	6.87	4.54	3.27	247	11.2 TO UNDER 12.4 YEARS
4.05	2.91	12.76	6.47	4.55	2.83	269	12.4 YEARS AND OVER
							AVG. TEACHER SALARY (ST AVG=$27,556)
2.35	1.44	6.72	2.77	1.74	1.14	261	UNDER $24,516
2.51	1.64	8.24	4.18	2.81	1.88	263	$24,516 TO UNDER $25,617
2.96	2.21	9.42	5.61	4.03	2.84	262	$25,617 TO UNDER $26,913
3.35	2.46	14.25	7.52	4.95	3.47	262	$26,913 AND OVER
							PCT MINORITY TCHRS (ST AVG=22.6%)
1.89	1.37	6.39	3.49	2.86	1.61	595	UNDER 5%
2.01	1.34	7.52	4.33	2.79	1.75	181	5% TO UNDER 10%
3.25	2.29	8.75	5.50	3.75	2.80	131	10% TO UNDER 20%
3.55	2.93	18.05	9.67	7.20	5.42	36	20% TO UNDER 30%
4.04	2.88	19.29	11.08	7.14	4.73	45	30% TO UNDER 50%
5.21	3.86	19.92	10.10	6.10	4.98	60	50% AND OVER
							% TCHRS W ADV DEGREE (ST AVG=30.3%)
2.98	2.08	12.70	4.73	3.31	2.32	260	UNDER 18.0%
2.68	1.98	12.79	8.05	4.81	3.88	263	18.0% TO UNDER 24.9%
2.66	1.98	9.63	5.96	4.45	2.93	263	24.9% TO UNDER 32.9%
3.78	2.72	14.14	6.76	4.45	2.94	262	32.9% AND OVER
3.15	2.29	12.46	6.62	4.42	3.08	1,048	STATE TOTAL

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order Civil Action No 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency These reviews cover at least the following policies and practices

(1) acceptance policies on student transfers from other school districts.

(2) operation of school bus routes or runs on a non-segregated basis.

(3) nondiscrimination in extracurricular activities and the use of school facilities.

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children.

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin.

(6) nondiscriminatory practices relating to the use of a student's first language, and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U S Department of Education.

If there is a direct violation of the Court Order in Civil Action No 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all Federal and State laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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